

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A140014

Grants.gov Tracking#: GRANT11693134

OMB No. , Expiration Date:

Closing Date: Jul 03, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/01/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The Trustees of Indiana University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

35-6001673

* c. Organizational DUNS:

0060467000000

d. Address:

* Street1:

509 E 3rd Street

Street2:

* City:

Bloomington

County/Parish:

Monroe

* State:

IN: Indiana

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

47401-3654

e. Organizational Unit:

Department Name:

Institute for Int'l Business

Division Name:

Kelley School of Business

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

* First Name:

Steven

Middle Name:

A.

* Last Name:

Martin

Suffix:

Title: Associate VP for Research Administration

Organizational Affiliation:

* Telephone Number:

812-855-0516

Fax Number:

812-855-9943

* Email:

rugs@indiana.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

* 12. Funding Opportunity Number:

ED-GRANTS-060314-001

* Title:

Office of Postsecondary Education (OPE): Center for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Center for International Business Education and Research 2014-2018

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,458,624.00"/>
* b. Applicant	<input type="text" value="1,681,356.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,139,980.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Tisa Bowden	Associate VP for Research Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
The Trustees of Indiana University	07/01/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Trustees of Indiana University"/> * Street 1 <input type="text" value="509 E 3rd Street"/> Street 2 <input type="text"/> * City <input type="text" value="Bloomington"/> State <input type="text" value="IN: Indiana"/> Zip <input type="text" value="47401-3654"/> Congressional District, if known: <input type="text" value="IN-009"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="N/A"/>		7. * Federal Program Name/Description: <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>
8. Federal Action Number, if known: <input type="text"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Tisa Bowden"/> * Name: Prefix <input type="text" value="Mr."/> * First Name <input type="text" value="Steven"/> Middle Name <input type="text" value="A."/> * Last Name <input type="text" value="Martin"/> Suffix <input type="text"/> Title: <input type="text" value="Associate VP for Research Administration"/> Telephone No.: <input type="text" value="812-855-0516"/> Date: <input type="text" value="07/01/2014"/>		
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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

ADHERENCE_TO_SECTION_427_OF_GEPA.pdf

Add Attachment

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ADHERENCE TO SECTION 427 OF GEPA

Indiana University recruits, hires, promotes, and provides services based upon qualifications and prohibits discrimination based upon age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The Affirmative Action Office monitors University policy and assists with questions or problems related to discrimination. The University has a number of other offices established to serve the needs minorities and disadvantaged groups. Indiana University takes affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and veterans.

In compliance with the Americans with Disabilities Act, Indiana University programs and facilities are accessible to the disabled, and the university provides alternative accommodations for students and other people who qualify. Primary recruitment and advertising mechanisms include recruitment fairs, regularly published university materials, and the website, all of which are programmed for accessibility.

The Kelley School of Business Institute for International Business at Indiana University takes active steps to ensure that in designing our projects, equity concerns are addressed in such a way that allows potential beneficiaries to participate fully in the project and to meet high standards.

Examples showing MESP compliance with section 427 include:

1. Developing and administering a pre-participation survey with event registration materials to identify special access needs – such as wheel chair access and need for interpreter.
2. Developing and implementing a strategy plan that will address the identified special access needs indicated by registrants prior to every workshop. All workshops will be held in ADA accessible facilities.
3. Coordinating and offering cultural sensitivity and ADA training for program staff.
4. Hiring, recruiting, and involving individuals from ethnic minority groups, bilingual individuals, and individuals with disabilities to participate in project activities. Many of the projects' activities are designed to include faculty and students from community colleges and minority serving institutions.
5. Developing or acquiring and disseminating culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges.
6. Offering transportation assistance when needed.
7. Arranging for assistive technology devices to translate materials for participants in need of such services.

8. Offering onsite childcare for individuals who must bring their children to program workshops (as needed).

9. Arranging for assistive technology devices to translate materials when needed.

10. Enabling assistive computer devices to interpret the materials for users by posting project materials (including videotaping workshops) to the internet.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The Trustees of Indiana University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Steven Middle Name: A.
* Last Name: Martin Suffix:
* Title: Associate VP for Research Administration

* SIGNATURE: Tisa Bowden

* DATE: 07/01/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: CIBER_Project_Abstract.pdf

Add Attachment

Delete Attachment

View Attachment

**Project Abstract: US Department of Education
Centers for International Business Education**

Applicant: Trustees of Indiana University (IU)
Title: Indiana University Center for International Business and Research Proposal for Funding 2014-2018
PI: Dr. P. Roberto Garcia, Hodge Hall 650B 1309 E 10 th Street, Bloomington, IN 47405-1701 (812) 855-2744 prgarcia@indiana.edu

Executive summary: In order to promote and contribute to the Nation's capacity for international understanding and trade competitiveness, Indiana University (IU) CIBER proposes a series of activities designed to support, create, and broadly disseminate educational and research resources to a wide range of constituencies. IU CIBER recognizes the Department of Education's interest in promulgating international business expertise, developed and refined at a number of research universities, to the wider higher education and business communities. To this end, IU CIBER truly embraces its role as a national resource center, ensuring that resources and opportunities are made available to the widest audience possible when addressing the leading research in international business education.

The proposed activities are directed towards moving all constituencies from international awareness, to engagement, and to global competence through the provision of international education, collaborative and mentorship relationships, and experiential learning. The projects' goals, objectives, and outcomes work together to meet the purposes of the authorizing legislation and deliver high-impact results. Activities are designed to support, create, and disseminate educational and research resources that are critical to enhancing the long-term international competitiveness of the US. In addition, many of our activities are collaborative and interdisciplinary to achieve the broadest possible impact on teaching, research, and outreach audiences, and our efforts often will serve multiple audiences, across our campus, across the US, and across the globe.

Core areas of project impact can be summarized in four thematic areas, which reflect all six programmatic requirements: 1) partnering MSIs and community colleges, 2) experiential learning initiatives, 3) language and culture instructional initiatives, 4) broad dissemination of research and developmental activities. A significant portion of our activities directly address **both Competitive Preference Priorities**. For **Priority 1**, our statewide internship initiative links IU with a wide array of partner companies, as do the Indiana State Internationalization Plan and the National District Export Council. For **Priority 2**, the nucleus of our program is devoted to **internationalizing community college and minority-serving institution curricula and campuses**. With community colleges educating up to one-half of all US undergraduates, it is necessary to ensure that these populations are provided with current best practices in international education to make graduates competitive in today's global labor pool. Research has suggested that institutional support for faculty, staff, and students is the principal determinant in the degree of internationalization, so project activities are designed to achieve high impact and wide reach in supporting the internationalization of curricula and campuses in these institutions, both regionally and nationally. These initiatives develop faculty competence in international business, foreign languages, and global affairs to enhance internationalization of business curricula both at KSB and other institutions of higher education.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

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List of Acronyms:

AIB	Academy of International Business
BLRT	Business Language Research and Teaching
CGC	Center for the Study of Global Change
CLACS	Center for Latin American and Caribbean Studies
CIBE	Centers for International Education
CIBER	Center for International Business Education and Research
EURO	Institute for European Studies
FDIB	Faculty Development in International Business
GSU	Governors State University
HBCU	Historically Black Colleges and Universities
HP LIFE	Hewlett Packard Learning Initiative For Entrepreneurs
IB	International Business
IBRC	Indiana Business Research Center
ICAB	Internationalizing the Curriculum Across Bloomington
ICCI	Institute for Curriculum and Campus Internationalization
IDEB	Internationalizing Doctoral Education in Business
IIB	Institute for International Business, Kelley School of Business
IIE	Institute for International Education
IMF	International Monetary Fund
ISIP	Indiana State Internationalization Plan
IU	Indiana University
KLLC	Kelley Living Learning Center
KSB	Kelley School of Business
LCTL	Less Commonly Taught Languages
MSI	Minority-Serving Institution
NACE	National Association of Colleges and Employers
NACCE	National Association for Community College Entrepreneurship
NCOLCTL	National Council of Less Commonly Taught Languages
NDEC	National District Export Council
NLRC	National Language Resource Center
OECD	Organization for Economic Co-operation and Development
RCCPB	Research Center for Chinese Politics and Business Collaboration
REEI	Russian and East European Institute
SEA	Southeast Asia Center
SME	Small and Medium Enterprises

SECTION I. MEETING THE PURPOSE OF THE AUTHORIZING STATUTE

A: Introduction

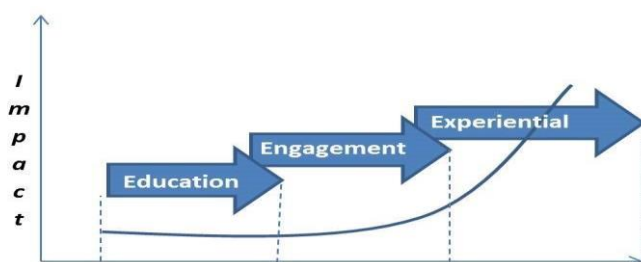
Kelley School of Business (KSB) has a reputation for preparing students to succeed beyond the classroom, emphasizing real world engagement and experiential training, with an appreciation for the heightened significance of a global economy. KSB embraces a philosophy of education in which students are moved along a continuum that supplements classroom learning with practical applications and international experience, in order to develop real competence and an international mindset. This core belief informs and guides all aspects of the proposed project and ably responds to the major economic transformations already underway, where global flows—of goods, services, and finance—create a profoundly heightened connectedness among economies and pose significant challenges in acquiring localized knowledge (Cantwell, 2009).

The most serious economic crisis of the past fifty years has transformed the global economy, highlighting the increasingly important role of emerging markets and developing economies. As a result, American businesses are confronting increasing challenges from international forces, while OECD and IMF projections suggest that China will soon surpass the United States as the world's leading economic power. The World Economic Forum's *Global Competitiveness Report* currently ranks the US economy as the world's fifth-fittest economy, down from first place just four years ago. The US has slipped in national competitiveness rankings for four successive years, reversing this trend only in 2013, which has spurred serious study into the challenges that face US competitiveness (Schwab and Sala-i-Martin 2013, xiii). As policymakers try to implement necessary structural reforms, US businesses have an opportunity to step into key international roles, driving solutions, responding to the crisis in innovative ways,

and employing new models that incorporate both long-term interests (Polman 2014, Porter and Rivkin 2013) and sustainability (Kurucz *et al.* 2013).

As the US struggles to recover from a recession of great depth and duration, and the major advanced economies are finally gaining momentum, the focus of policy can now switch from staving off disaster to achieving sustainable growth by “fostering a stronger and more resilient recovery” (OECD, 4). Increasing global prosperity will create new hubs for consumer demand and production, generating nearly 40 percent of global growth over the next 15 years, and the IMF notes the ten fastest growing economies in the years ahead will be in emerging markets (Dewhurst *et al.* 2012), creating a significant range of new competition for US businesses. Against this backdrop, advances in information and communications technology allow for enhanced international coordination, providing US businesses with new opportunities to expand in these fast-growing markets. Given the increasing integration and interdependence of economies around the globe, emerging and developing markets are becoming increasingly important. Therefore, **business education throughout the US must aggressively internationalize to prepare competent and effective managers with the level of understanding and skill associated with operating in the international arena.** Despite recession, the US retains great strengths, among them strong entrepreneurship and high-quality universities. The US is clearly an innovation powerhouse, which bodes well for the future particularly at a time when innovation plays a central role in underpinning competitiveness (Schwab and Sala-i-Martin 2013, xiii). The internationalization of business education serves to ensure that adequately trained human capital is available to support business activity, as well as to develop innovative capacity and entrepreneurship. Investment in human capital is crucial (OECD 2014, 57).

To help US business better understand and effectively compete in this context, Indiana University (IU) CIBER will focus its activities during the four-year grant cycle on long-term sustainable approaches to international business practice, development, and expansion. The approach is highly collaborative, seeking to incorporate not only students and faculty at IU but also those at a significant number of community colleges and minority serving institutions (MSI), as well as business professionals throughout the US. IU CIBER seeks to facilitate the internationalization of business by building among students, faculty, administrators, and professionals an international competence, or a mindset, that holds an appreciation for cross-cultural differences and nuances of location (Dunning 2009). Such competence is one of the most important international skills sought by companies, arguing for a continuing need for international business education throughout the US. Indeed, with the projected growth of international business, additional international business education programs and more extensive foreign language training will need to be implemented (Geringer and Pendergast 2010; Daniel and Xie 2014). **We need to move students, faculty, and business professionals along an internationalization continuum, beginning with global awareness, to a better global**



understanding, and finally to competence. We seek to add international knowledge, expertise, and abilities to key constituencies—working in a collaborative

manner utilizing **international education, engagement, and experiential** learning.

IU CIBER's initiatives recognize that (1) US business enterprises can productively draw upon the capacities of higher education institutions to understand and account for international diversity, in order to more effectively access emerging markets and increase competitiveness,

and that (2) sustainability is increasingly critical for assuring effective global business practices, which can in turn mitigate social, political, and/or economic turmoil. IU CIBER's vision of sustainability requires equipping our labor force with a global awareness that leads to new ways of doing business, ways that identify market needs in terms of environmentally sound, long-term prosperity and that create sustainable consumer audiences. We need international business professionals who can transform current business models and innovate to meet our current needs without compromising our future abilities. These two themes inform and undergird IU CIBER activities, which are designed to fulfill specific mandates of the authorizing legislation.

By leveraging its resources and capacities, IU CIBER will develop and implement a range of activities to achieve broad reach and impact through value-added activities in teaching, research, faculty development, and outreach. **A central emphasis is the outreach and training focus on internationalizing curricula at MSI and community colleges across the US to further develop global competence among underserved student and faculty populations.**

(Exhibit 1). Target constituencies include students, faculty, and professional staff at IU and other institutions of higher education, as well as high school students and business professionals throughout the US. The provision of interdisciplinary work, whether training business students in language and area studies or incorporating business themes for students of language and area studies, seeks not only to add to a knowledge base, but to more fully engage students with a global marketplace. Additionally, IU CIBER will connect its key constituencies to resources pivotal to honing a competitive advantage for US businesses by promoting web-based resources, as well as collaborative opportunities for students and faculty at MSI and community college partners to add experiential and international components to their education.

B: IU CIBER Goals

IU CIBER will draw on the expertise of faculty, administrators, and professional staff at the Kelley School of Business (KSB) and IU to build and share essential knowledge in these areas through research and education. To effectively support these activities, IU CIBER has outlined six overarching goals, guiding our development of project activities, which extend across faculty development and research, teaching, and outreach.

1. Promote international experiences, dialogue, and interactions for IU and US business faculty at other schools to support knowledge-creation and practical development of the next generation of sustainable global business.
2. Prepare business students to succeed in a non-US-centric global marketplace, by building international competence: the knowledge and skills to understand, adapt, interact, and negotiate with diverse countries and cultures.
3. Challenge faculty, students, and business practitioners to develop an international perspective on how the global marketplace is changing and how US businesses might reclaim competitive leadership through development of sustainable global business models.
4. Create experiential learning opportunities for all constituencies to increase hands-on knowledge and strengthen the core competencies needed to compete internationally.
5. Conceive sustainable, accessible tools and resources for all constituencies to build networks and improve their competence within the global marketplace.
6. Contribute to a national research program that identifies the knowledge, skills, and attitudes needed to foster development of sustainable global business.

As described in the following sections, IU and KSB possess significant strengths that will allow IU CIBER to fulfill these goals and adequately represent the strategic areas of focus across proposed activities. In doing so, IU supports the development of a new generation of US business leaders able to compete effectively worldwide.

C: Strengths of Indiana University (IU) and Kelley School of Business (KSB)

IU's two fundamental missions—education and research—promote global literacy and collaborative inquiry, important aspects for strengthening knowledge and understanding about the world. Today, IU is among the nation's leading institutions in the number of foreign languages offered (Exhibit 2) and the number of Title VI Area Studies Centers (Exhibit 3) on one campus. IU houses two National Language Resource Centers (NLRCs) and three Language Flagship Programs. IU's world-renowned faculty members teach, research, and collaborate with colleagues around the globe. More than 6,500 international students at IU Bloomington bring diverse perspectives to an already dynamic teaching, learning, and research environment and place IU Bloomington in the top 25 institutions hosting international students (IIE, 2013).

The IU International Strategic Plan sets forth a university-wide vision for coordinated and strategic growth to (1) maximize the efforts of our outstanding faculty in world languages and cultures, (2) expand opportunities for students to study abroad, and (3) establish and strengthen productive international research and teaching partnerships. These efforts have culminated in the formation of a new School of Global and International Studies, with more than 200 core faculty. IU has more than 200 university partnerships worldwide and offers more than 250 study-abroad destinations in 52 countries, moving up to 5th among US institutions for the number of students going overseas (IIE 2013).

KSB adds substantially to the overall international strength of IU, seeking to produce (1) students who are citizens of the world making a positive impact on their organizations and on the communities in which they live and (2) research that advances both theory and practice. With all of its degree granting programs ranked in the Top 15, KSB offers an education rich in innovative curricula that include partnerships with corporations and universities around the globe, providing premiere education programs that reflect current business trends in the ever-changing landscape. KSB was also the first Top 15 business school in the US to develop an online MBA program. Ranked No. 1 by *US News and World Report*, KSB has delivered online education to corporate-sponsored employees and individuals for 15 years. A tailored approach and experience in delivering a top-tier program has made KSB a leader in online education, serving as a model for other business schools entering the online arena.

KSB is an acknowledged leader in business education with an outstanding, award-winning faculty. Consistently ranked in the Top 5 by the *Princeton Review*, KSB faculty are groundbreaking researchers, corporate and NGO board members, advisors to governments and financial institutions around the world, and sought-after consultants. The curriculum actively incorporates international experiences, with 38 percent of undergraduate business students going overseas, and continues to build upon extensive collaborations with international partner schools and global businesses throughout the world. KSB also offers a new Global Foundations Core, with classes designed to help undergraduates develop global perspectives. Dual MBA/MA programs that develop business expertise alongside area expertise are available in conjunction with five Area Centers, while global certificate programs are available to fulltime MBA students. KSB delivers online international degree and executive education programs in cooperation with a number of institutional and business partners around the world. This depth and breadth of

intellectual strength at both KSB and IU provides the foundation for IU CIBER to deliver leading-edge programming.

KSB's Institute of International Business (IIB) staff houses IU CIBER in its own dedicated building. The IIB works to leverage the institutional strengths of IU and KSB to offer programs for business professionals, faculty, and students to enhance their understanding of the global marketplace and strengthen their foreign language skills. IIB develops and supports internationalization of the Kelley School of Business by fostering opportunities to connect our faculty and students, as well as Indiana's business and government leaders, with the global marketplace.

D: IU CIBER Projects

The Title VI legislation, as stated in Section 612 (a) (2) & (3), charges CIBERs with the responsibility of carrying out initiatives designed to strengthen and improve the competitiveness of US businesses. Below, the CIBE mandates are grouped into three overarching categories for clarity and a more thematic presentation of the activities themselves as follows:

Development, Training, and Research in International Business

- Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted
- Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located
- Provide research and training in the international aspects of trade, commerce, and other fields of study

Outreach

- Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses
- Serve other faculty, students, and institutions of higher education located within their region

Language and Area Studies Training and Learning

- Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of US trading partners

Using the mandates as a framework, this section reviews proposed activities for the 2014-2018 funding cycle. All activities deliver on these mandates with key constituencies and build on strategic areas set forth previously. For the sake of brevity, the discussion that follows associates selected initiatives with a single mandate, but it is important to note that the majority of IU CIBER's initiatives are designed to deliver on multiple purposes and to multiple constituencies and to maximize outreach potential. Project objectives are outlined at the beginning of each section below.

1: Development, Training, and Research in International Business

Sustainable practice relies on successful interaction between people from diverse cultural backgrounds. Five objectives have been defined to accomplish the project goals for international business training and learning at both KSB and our partner schools: (1) increase the number of students graduating with the cross-cultural competency needed for international understanding and competitiveness; (2) increase the quantity, quality, and use of international business teaching resources by faculty; (3) increase faculty members' interest, ability, and implementation of courses that incorporate an international context; (4) provide support for research that leads to publications in high-quality journals; and (5) stimulate discussion through workshops.

1.1) Internship Program. Both employers and students recognize the value of internship experiences in producing effective, engaged, and successful employees (Gallup-Purdue 2014). Internships give students the opportunity to apply academic learning in real-world environments and are directly linked to post-graduate employment opportunities. Conversion rates from internship to full-time employment reached a high in 2012, with almost 60 percent of internships converting to later full-time employment (NACE 2013). Employers also benefit from the work produced by the interns and from the opportunity to assess potential future employees. Small businesses in particular can benefit from access to current research, best practices, and specialized areas of expertise through interns.

In order to address the US Department of Education's interest in expanding employment opportunities for international business students through partnerships with businesses in experiential learning programs, IU CIBER will partner with the Indiana INTERNnet, the Indiana Commission of Higher Education, and the Indiana Commercial Service of the Department of Commerce to support internships for students throughout the state of Indiana with Indiana companies currently working internationally or looking to internationalize. This program will consist of three parts: (1) matching funds for internship compensation covered by both the Indiana Commission of Higher Education *EARN Indiana* program that supports interns receiving state financial aid, (2) *Export Bootcamp* training seminars helping SMEs profit from the global economy by diversifying revenue streams and clients, provided by the US Commercial Service Export Assistance Center for all interns and relevant companies, and (3) internship program training for companies looking to start, expand, or institutionalize internship programs.

Indiana INTERNnet is a free internship-matching program linking employers, students, high schools, colleges and universities. IU CIBER will use INTERNnet's dynamic, searchable

matching and reporting database system to match students with internationally relevant internship opportunities specifically recruited for this program. Business recruitment will take place through partnerships with the Greater Bloomington Chamber of Commerce, the Indianapolis Chamber of Commerce's Global Indy division, and Indiana Economic Development Association. Internships will be open to all students in the state of Indiana, including students from community colleges and MSIs

In addition to this statewide partnership, IU CIBER has obtained commitments from The Coca-Cola Company, Ooredoo, and Prologis, to provide internationally-focused summer internships for KSB students. KSB Distinguished Corporate partners Eli Lilly, ArcelorMittal USA, Whirlpool, 3M, Deloitte, EY, PricewaterhouseCoopers, KPMG, Target, Altria, Procter & Gamble, W. W. Grainger, Cummins, Dick's Sporting Goods, Emerson, Macy's, General Electric, General Mills, BKD, and Carlisle Companies are poised to take advantage of the international business talents of KSB students in internship positions as well. In conjunction with a project discussed in detail below, Hewlett Packard (HP) will provide opportunities for students to work with early stage entrepreneurs at HP LIFE eLearning Centers (see 2.1 g, below) in Kenya, Tunisia, India, and Burma. Outside of summer internship opportunities, IU CIBER will partner with the Hoosier Social Impact Fund to expand the international business acumen of its student consultants. Hoosier Social Impact Fund is a new KSB initiative providing students the opportunity to serve as consultants to small business ventures in the local community. Finally, IU CIBER will also continue to support KSB student international consulting programs, which pair undergraduate and graduate student teams with local and international businesses to provide course-supported consulting. These activities support Competitive Preference Priority 1.

1.2) International Sustainability and Development Symposium. IU CIBER will work with nine IU area studies centers and five IU professional schools (Law, Business, Public and Environmental Affairs, Public Health, and Journalism) to explore theoretical and practical questions related to sustainable development and economic globalization. Each year, an annual symposium will be held in partnership with a professional school that brings together noted thought-leaders in the area of sustainable development as it relates to each professional school's specific interests. A translation of scholarship into policy will be emphasized, which will result in symposium transcripts, blogs, and policy briefs. With training provided by IU faculty as part of this collaborative emphasis on developing public intellectuals, graduate students who attend the annual symposia will also participate in policy brief writing and media training workshops.

1.3) International Case Development and Case Competitions. IU CIBER will host an international case development competition for faculty from MSIs and community colleges. An IU team of business and area studies/language faculty and technology experts led by IU CIBER will select two top proposals based on the cases' relevance to the annual regional themes, the strength of the business and area studies concepts, and the proposals' plans for creating business cases in an interactive, multimedia format, placing students in a heightened experiential learning environment that better represents the nuanced challenges and opportunities of the global business environment. This faculty team will also be available to provide support to the awarded proposals during the development process. Case development will take place over the course of a year and conclude with a student case competition using one or both of the top proposals. A panel of business and area studies faculty members and representatives of the focal organizations will evaluate participating teams' recommendations. The cases will then be provided free of charge to community colleges and MSIs, along with instructors' notes and guidelines. The cases

will also be submitted to the Case Centre for worldwide distribution. In the first year, special consideration will be given to cases focused on Southeast Asia in partnership with the IU Southeast Asia Center (SEA), followed by sub-Saharan Africa in year two, and South Asia in year three. In addition, IU CIBER will partner with the IU Russian and Eastern European Institute (REEI) to support the development of a case focusing on that region each year. The case competitions will be hosted in years two through four. This activity supports Competitive Preference Priority 2.

1.4) Faculty/Staff Development in International Business. IU CIBER will provide support for up to sixteen faculty and administrators from KSB, MSIs, and community colleges to participate in international development opportunities. The focus of the travel will be on the practical aspects of developing and implementing international courses from both a faculty and administrative perspective. Opportunities could include participating in a CIBER Faculty Development in International Business (FDIB) trip or accompanying one of KSB's successful short-term travel programs for both undergraduate and MBA students. Examples include faculty-led, undergraduate country- and topic-specific courses that are part of a revised undergraduate curriculum incorporating a Global Foundations Core, in which more than 1,400 KSB sophomores participated during 2014. To better prepare faculty and administrators from KSB, MSIs, and community colleges for international travel with students, IU CIBER will collaborate with the KSB Undergraduate and MBA Program Offices to develop and conduct an interactive workshop to bring all faculty involved together to share, discuss and develop best practices for traveling with students. Best practices will be shared with MSI and community college partner schools through written documentation as well as through the CIBER Focus video series, detailed below. This activity supports Competitive Preference Priority 2.

1.5) MSI Faculty and PhD Student Research Grants. IU CIBER's research initiative aims to stimulate MSI faculty and PhD students to ask the next generation of questions about how US businesses can remain profitable international participants while pursuing sustainable practices. As a national resource center, IU CIBER will support research by MSI faculty, as well as PhD students from MSI or KSB programs. Experienced KSB faculty members will constitute the selection committee, exposing KSB faculty to researchers at MSI schools and encouraging future collaboration. Funding will support travel to collect international data, hire graduate assistants, access international databases, and other research expenses. This activity supports Competitive Preference Priority 2.

1.6) Internationalizing Doctoral Education in Business (IDEB). IDEB will be offered as a two-day professional development program for doctoral students in business or a related field. IDEB seminars, a CIBER network collaboration with the Academy of International Business (AIB), aim to equip young educators with essential knowledge of international business, while also providing models for incorporating international dimensions into their activities. The overall objective is to encourage future academics to integrate international, cross-cultural, and comparative perspectives into their professional agenda—both teaching and research—as they help students become a strong part of the globally competent US workforce. Scholarships will be made available for doctoral students at MSIs to facilitate their inclusion. IDEB seminars will begin in 2016, with the second program taking place in 2018.

IU CIBER will also collaborate with the KSB Doctoral Programs to host internationalization brown bag lunches each semester. Topics will include sharing of strategies and best practices for internationalizing research and courses. This activity also supports Competitive Preference Priority 2.

1.7) Scholarships for Short-term Study Abroad Opportunities. IU CIBER will provide funding for under-represented and need-based students to participate in business-focused, short-term study abroad courses. Scholarships will be offered to both KSB and partner institution students (including MSI and community college partners). IU CIBER will work closely with the KSB Undergraduate Study Abroad and Office of Diversity Initiatives to ensure targeted students are aware of this assistance in order to encourage and increase their participation in short-term study abroad opportunities. This activity supports Competitive Preference Priority 2.

1.8) Innovation in International Business Education Fund. IU CIBER recognizes that international business education must be as flexible, adaptive, and dynamic as the international business environment itself. In order to encourage faculty and staff at KSB and our partner MSI and community college institutions to continually think creatively about international business education, IU CIBER will create an Innovation in International Business Education Fund to provide support for the development of new educational opportunities. Funded activities could include but are not limited to international engagement opportunities for faculty and students, speakers, and workshops. For example, faculty may engage with KSB's program partners in the Palestinian Territories, the Caribbean, or in Burma with our USAID partner in Yangon, the Yangon University of Economics, in support of Invitational Priority 1.

1.9) Student International Experience with IB Professionals and the Kelley Living Learning Center (KLLC). The KLLC brings together students with similar aspirations from across the country and around the world, offering an exciting opportunity to live, attend classes, and network in a business community residence hall located in close proximity to the KSB. The KLLC International Experience will enable selected students to live, work, play, and learn about business in a truly global context through international cultural programming, speakers, and

other opportunities to further develop their global mindset. IU CIBER will leverage its close partnerships with the School of Global and International Studies and the area studies centers to provide the KLLC, as well as other KSB student organizations, with internationally-focused workshops, speakers, and other cultural programming.

1.10) Research Center for Chinese Politics and Business Collaboration (RCCPB). Founded in February 2007, the IU RCCPB is committed to providing policy leadership on issues that meet at the intersection of Chinese politics and the global world of business. IU CIBER and the RCCPB will deepen an ongoing partnership to bolster interaction and dialogue on two key RCCPB research initiatives, “China and Global Governance,” which analyzes the extent and significance of China’s growing role in regimes governing trade, finance, technology, the environment, health, and safety; and “Economic Regulation and Lawmaking in China,” which investigates the crafting and implementation of economic policy and encourages greater transparency of the policymaking process.

2: Outreach

As a national resource center, the majority of IU CIBER’s activities include components broadly targeted at community colleges and regional universities, including those serving under-represented populations, as well as business and government communities. The primary outreach objectives for the project are (1) increase the participation of regional universities, community colleges, and MSIs in international business opportunities; (2) to increase the access to and use of resources related to international business at smaller universities, community colleges, and MSIs; (3) to increase business community members’ knowledge and skills in dealing with current international business issues.

2.1) Community College (CC) and MSI Collaboration. IU CIBER will undertake several significant and sustainable projects with regional and national community colleges and MSIs (see Exhibit 4), in fulfillment of Competitive Preference Priority 2.

(a) *Globalizing Minority-Serving Institutions Program.* Pedagogical tools, knowledge, and experiences in international business education may be difficult to obtain for faculty at MSIs and community colleges. Proposed for the 2014-2018 grant cycle, IU CIBER, in collaboration with the Globalizing Minority-Serving Institutions Program undertaken by Georgia State University CIBER, will provide one-on-one mentoring services to participating MSI schools. Faculty mentees in the MSI program will receive training with IU faculty, international business curricula materials, and teaching methods to help them incorporate international content into existing business courses and/or develop new courses. IU CIBER will also provide first-hand cultural and learning experiences to participating schools' faculty and students through study abroad programs. IU CIBER will also co-sponsor the annual faculty development workshop, Globalizing Business Faculty Workshops.

(b) *Governors State University Partnership.* Governors State University is the only regional, public, comprehensive university in Chicago's south suburban area, serving approximately 7,750 students annually. As an MSI, GSU provides accessible, high value undergraduate and graduate education to culturally and economically diverse students and is now undergoing major transition. Once a non-residential, "senior institution," accepting transfer and graduate students only, GSU will accept incoming freshmen and complete its first residence halls in 2014. From 2010 through 2014, IU CIBER partnered with GSU in the Globalizing HBCU Business Schools Program, giving GSU access to the network and resources of the program. In addition, IU CIBER formed a deeper relationship with GSU that included support for faculty development,

campus and curriculum internationalization, and study abroad, including the involvement of GSU students in a KSB project in Barbados. IU CIBER now proposes to leverage its relationship and the great strides GSU has taken in its internationalization efforts by using IU's extensive resources to support GSU in the development of its own programs, so that GSU is increasingly well equipped to take a regional leadership role in internationalizing community colleges in its network.

(i) Regional Internationalization Network. IU will assist GSU in developing an internationalization network among the community colleges in its region and provide professional development training to their faculty members. GSU's College of Business and Public Administration faculty will conduct summer workshops to share best practices on adding IB content in lower division courses. IU CIBER will provide support in this endeavor, sharing its experience and best practices from the Internationalizing the Curriculum Across Bloomington (ICAB) program.

(ii) Study Abroad. GSU will offer one short-term study abroad trip each year for the grant period. These trips will be open to qualified students from GSU's community college partners, especially students in dual-degree programs. IU CIBER will support GSU in this effort through consultations with experts in the KSB Undergraduate International Programs Office.

(iii) "Doing Business In and With..." Workshop Series. As an extension of IU CIBER's own "Doing Business In and With..." workshop series, GSU will offer an annual one-day professional development workshop focusing on doing business in a specific region, including the strategically important regions identified for the current grant cycle (Sub-Saharan Africa, South Asia, and Southeast Asia). IU CIBER has further leveraged its capacity in conjunction with IU's Institute for European Studies (EURO), which has proposed additional curriculum

development workshops with a European focus. The workshops will focus on recent changes in the business environment in these regions, with emphasis on practical business know-how for small to medium Illinois businesses that plan on expanding their reach to these regions. The workshop will also result in materials and “how-to” guides for executive education and other professional training outlets. Workshop sessions will be recorded and contents will be made available as webinars or other digital formats.

*(c) **Internationalizing the Ivy Tech State-Wide System:*** Ivy Tech Community College is Indiana’s largest public postsecondary institution and the nation's largest accredited statewide community college system serving nearly 200,000 students annually, on 31 degree-granting campuses throughout Indiana. It serves as the state's engine of workforce development, offering affordable degree programs and training that are aligned with the needs of its communities, and its courses and programs are transferable.

(i) Internationalizing the Ivy Tech State-wide System: Ivy Tech will be a primary partner in the Indiana State Internationalization Plan (below, 2.2) and IU CIBER will partner with the Global Center to support more targeted internationalization across the state-wide community college. The collaboration will help Ivy Tech further its state curriculum in four main areas: development of study abroad programs for students who are underserved and in financial need; co-curricular programming for all 31 campuses; global learning assessment; and professional development. To develop overseas study opportunities that specifically target minority students and those with financial need, stipends will be provided for Ivy Tech faculty to develop, coordinate, market, and teach overseas study programs for these underserved student populations. This overseas program development will be complemented by new overseas study travel stipends for students with financial need and by corporate sponsorship that Ivy Tech is pursuing to support student

scholarships for study abroad. These two sources of student support, along with affordable and relevant overseas programs, will increase the number of underrepresented and underserved Ivy Tech students studying abroad. In addition to study abroad support, programming funds will be provided each year for Ivy Tech campuses to integrate international and global co-curricular programming. The third component of this coordinated internationalization involves the assessment of a Global Studies Certificate that in 2015 will be available to all students across Ivy Tech. The Global Perspectives Inventory will be set up as a system of pre- and post-testing for students who are pursuing this certificate. Results will be used to assess the achievement of the certificate's global learning outcomes and will help refine the certificate as needed

(ii) Ivy Tech/CIBER Career Event. In partnership with EURO, IU CIBER will host a career event on Ivy Tech's Bloomington campus. The event will be held in the first week of every April as part of Ivy Tech's annual Career Expo. Based on successful career nights hosted at IU in past years, EURO and CIBER will collaborate to arrange speakers with jobs in or relating to Europe that correspond with the most popular fields for community college students on the Ivy Tech Bloomington campus, such as hospitality management and business administration. These career events are designed to alert students to career opportunities in Europe via two components: (1) a speaker, selected in conjunction with CIBER, on international and European-focused careers, and (2) a career fair featuring businesses and organizations, with European ties, which offer employment, internship, volunteer, and/or study abroad opportunities.

(d) **Martin University**. Martin University is Indiana's only Predominantly Black Institution of higher education, and it has a course of study leading to a BS in Business Administration or Accounting. IU CIBER began its relationship with Martin in 2014, supporting Martin faculty participation in the Institute for Curriculum and Campus Internationalization (detailed below)

and hosting a guest lecture by a visiting scholar from Botswana. IU CIBER will continue to support faculty and student development in a number of ways during the 2014-2018 grant cycle.

(i) Faculty Development. IU CIBER will support Martin faculty participation in FDIB trips that will expose faculty to new concepts and help them better articulate a core body of knowledge in IB, allowing Martin faculty to expand their research endeavors and integrate these concepts into their practice and teaching methodologies, as they strive to internationalize their curriculum.

(ii) Lecture Series. In partnership with several IU area studies centers, IU CIBER will assist Martin in launching a lecture series focusing on international topics including business, as well as other disciplines. Sponsored speakers with international expertise will share their experiences with Martin students and faculty.

(e) Palo Alto College/Alamo Colleges. This partnership between Palo Alto College/Alamo Colleges and Indiana University seeks to foster the internationalization of the curriculum of Palo Alto College and subsequently all five San Antonio area schools of the broader Alamo Colleges system. The IU team includes IU CIBER, Center for the Study of Global Change (CGC), and the Center of Latin American and Caribbean Studies (CLACS), with CGC serving in a lead role. CGC has extensive experience in internationalizing curriculum and has worked with both individual institutions and systems of higher education, employing a framework for curriculum internationalization they developed in coordination with the IU Center for Innovative Teaching and Learning. IU CIBER will take the lead role in internationalizing the business curriculum and will provide support travel for KSB pedagogy and international business experts to meet with Palo Alto and Alamo College faculty and administrators in person.

(f) Institute for Curriculum and Campus Internationalization (ICCI). IU CIBER will partner with six IU area studies centers in the ICCI to facilitate the internationalization of campuses,

curricula, and /or courses, to better prepare students to be effective scholars, practitioners, and citizens of the 21st century. This four-day institute will focus on how concrete ways to internationalize curriculum and campuses, through a dialogue among faculty, administrators, and staff who are responsible for fostering, encouraging, and implementing global learning and teaching on campuses. In addition to the supporting overall speaker costs, IU CIBER will provide registration and travel support for up to three faculty from community colleges and/or MSIs each year.

(g) HP LIFE. IU CIBER will partner with Hewlett Packard (HP) and the National Association for Community College Entrepreneurship (NACCE) to help the 250-member community college network incorporate international components into their entrepreneurship programs using the HP Learning Initiative for Entrepreneurs (LIFE) e-Learning tool. HP LIFE e-Learning is a peer-reviewed open educational resource offered free of charge for students, entrepreneurs, and small business owners around the world who want to gain business and IT skills when starting, or growing a business. HP and IU CIBER will collaborate on the development of a “Beyond Borders” module which will help users learn how to take their businesses internationally. Training guides on how to internationalize coursework will also be developed for the site’s education resource section. IU CIBER contributions also include funding for expert speakers at the NACCE annual conference. Schools will also be provided access to the KSB video library of internationally-focused speeches, interviews, webinars, and other content for class use. The video library will be expanded throughout the length of the grant cycle by the CIBER Focus Video Series and taping of other CIBER-hosted workshops.

2.2) Indiana State Internationalization Plan (ISIP). This collaborative project aims to build a stronger and more robust infrastructure for international education across the state of Indiana.

Creating infrastructure requires a long-term vision, multiple partnerships, deliberate planning, a systemic approach, and sustained collaboration with diverse stakeholders and constituents.

Higher education institutions including IU School of Education, K-12 education, businesses, policymakers, and organizations and experts from Indiana and other states will join a consortium dedicated to developing the ISIP. The area and global centers at IU will spearhead and coordinate this internationalization consortium, as partners with many other key collaborators in developing an Indiana map for internationalization.

2.3) Employer Survey Report. As part of ISIP, IU CIBER will partner with the School of Global and International Studies and with the Indiana Business Research Center (IBRC) in a systematic survey of Indiana businesses and KSB recruiting companies (1) to determine what international skills these companies look for in their employees and (2) to identify employees who currently fulfill company needs. Follow-up interviews with these employees will highlight essential skills and how those skills were acquired. Survey results will help develop training materials tailored to meet Indiana business needs, as well as educational materials promoting the acquisition of critical skillsets required of community colleges and university graduates in the work force.

2.4) Joint IU CIBER – IBRC Indiana International Business Research. Building upon the findings of the employer survey and capitalizing on our widely popular *Export Gap Report* (2012) that identified missed export opportunities for Indiana businesses, IU CIBER and IBRC will again join forces to conduct statewide assessments of Indiana international businesses' efforts and opportunities and also to host internationalizing Business Outlook Panel Workshops. In addition, a series of reports will establish a more accurate representation of the Indiana business community and identify opportunities for further international engagement. The reports,

supplemented by other evaluative data, will help IU CIBER prepare the content and design of future programs, especially for outreach activities to the Indiana business community. The information will be shared with the business community in print, online, and in the IBRC's annual Business Outlook series hosted in cities around the state.

2.5) “Doing Business In and With...” Workshop Series. IU CIBER, in partnership with IU, as well as the US Department of Commerce Commercial Service, will offer annual one-day professional development workshops focused on doing business in specific regions. IU CIBER will partner with four area studies centers and relevant entities both in the US and abroad to present a different, regionally-focused workshop each year. The workshops will focus on patterns of change, as well as on practical skills and business connections in strategically important regions. Materials and how-to-guides useful for executive education and other professional training outlets will be produced as an outcome of the workshops. In addition, the materials and workshop recordings will be made available through an outreach resource portal accessible through the IU CIBER web site. This activity meets Invitational Priority 1.

2.6) CIBER Focus Interview Series. IU CIBER's interview series, CIBER Focus, will capitalize on existing IU resources to explore timely issues and topics in the international business environment. CIBER Focus interviews will be conducted with IU faculty and visiting faculty from other institutions conducting research relevant to international environment, as well as visiting business professionals with international business experience. The interviews will become part of the KSB video library of internationally-focused speeches, interviews, webinars, and other content which will be available as a resource to the 250-member community college network of NACCE, all IU CIBER partner schools, the Globalizing Minority-Serving Institution program schools, and our corporate collaborators.

2.7) National District Export Council. We plan to join the CIBER-wide collective effort to collaborate with the National District Export Council (NDEC). This initiative, spearheaded by San Diego State University, partners all CIBERs with NDEC and their Annual DEC Leadership Conference held each fall in Washington, DC. This program enables CIBERs to engage with 1500+ policy makers, business people, trade organizations and educators from across the U.S. Our involvement mobilizes the entire DEC organization (including 58 local chapters) and allows us to educate and showcase the important role the CIBERs play in strengthening the U.S. economy. This direct involvement will allow IU CIBER to work with DEC member companies, both regionally and nationally, to offer meaningful opportunities such as internships and mentorships for students in order to enhance their employment prospects.

2.8) Business Horizons. This bimonthly KSB journal, available both in print and online, targets business academics and practitioners with an emphasis on identifying important business issues and recommending innovative solutions. Although grounded in rigorous scholarship, articles are readable and non-technical, making them more accessible to a broad business audience. Full-text downloads of articles online for 2013 totaled 814,545. During years two and four, IU CIBER will invite a leading international scholar to guest edit one issue of *Business Horizons* that addresses a key line of inquiry based on international topics such as the global expansion process, dealing with government policy, managing risk, limited resources, and sustainable societal views.

3: Language and Area Studies Training and Learning

By understanding the language and cultural context of business, we can better respond to the demands of the global environment. Our initiatives seek to bring language and culture together to create hands-on, engaging learning experiences, like the KSB dual MBA/MA degree

program combining business expertise with cultural perspectives. Four objectives have been identified to accomplish the project goals for language and area studies training and learning: (1) increase availability of language/culture content for use in business courses; (2) increase number of business students exposed to language/culture information in business courses; (3) increase students' interest, participation, and knowledge in critical foreign languages and international fields; and (4) increase number of area studies and language students exposed to international business information.

3.1) Business is Global Summer High School Program. This two-week summer program immerses rising high school sophomores, juniors, and seniors in a cultural and language experience designed to increase awareness of the links between culture and language and international business. In partnership with IU's three language Flagship Centers (Chinese, Swahili, and Turkish), this program introduces students to three less commonly taught languages, the culture of the regions where they are spoken, and international business skills to work in these regions. Piloted in 2013, the first two years of the program focused on Portuguese, Arabic, and Swahili. IU CIBER funds will cover program costs that enable discounted program admission to lower-income and minority students.

3.2) Language and Culture Modules. IU CIBER will partner with three IU area studies centers as well as KSB's learning-systems team to develop online, easily-accessible language and culture modules for business courses that will serve as a resource to faculty in schools throughout the US. These modules will build on a successful prototype developed in a 2011 business course that included short-term travel to Croatia and Hungary. IU CIBER will also engage graduate students in the development of these modules, in particular those from the School of Education, to ensure the final product will be relevant to both higher education and K-

12 environments and will be useful in both a classroom setting and for independent learners. The modules will also be made available to business professionals.

3.3) Business in Language Courses. IU CIBER will bring together a team of business and language faculty with pedagogy backgrounds to develop materials outlining techniques for incorporating business topics into language courses (independent of language). The materials will be aimed at language instruction in universities, community colleges, and secondary schools. IU CIBER will partner with the National African Language Resource Center and the Inner Asian and Uralic National Resource Center to pair a KSB business faculty member with expertise in pedagogy with at least one language faculty member with an expertise in pedagogy to develop concrete practices for incorporating business content into all levels of language learning. The final product will not be language specific, but instead applicable across language courses of similar levels.

3.4) CIBER Business Language Conference and Business Research and Teaching Grants (BLRT). In cooperation with the BLRT Consortium of CIBERs, IU CIBER will support the BLRT grant competition dedicated to strengthening and improving applications and technologies for teaching less commonly taught languages. The objective is to assess the effectiveness of language learning methods—computer software, short-term immersion courses, tutorials, and hybrid approaches—specifically aimed at business managers. Publicized nationally and open to faculty at any accredited institution, the BLRT grant recipients will also share their work at the annual CIBER Business Language Conference. The CIBER network has collaborated for 16 years to host this annual three-day conference allowing business language faculty from across the nation to discuss issues relevant to business language teaching and international business. IU CIBER will help fund the attendance of up to eight business language faculty annually.

3.5) Business Language Case Competition. IU CIBER will co-sponsor the Brigham Young University Business Language case competition by providing travel grants for participating teams with a particular focus on recruiting MSI and community college participants. IU CIBER will also continue to sponsor Spanish and Chinese teams from IU.

3.6) MBA Language Tutoring. Proficient foreign language skills offer competitive advantages and enable better relationships with international clients and partners. By speaking the language, business professionals gain a unique understanding of cultural and social nuances critical to their success in global markets. IU CIBER provides a customized approach to assisting business graduate students in essential language skills and the knowledge necessary to study, intern, or work in a global environment. Tailored to each student's goals, the program features IU foreign language instructors working one-on-one or in small groups with students. Tutoring will be offered in French, Spanish, German, Italian, Chinese, Japanese, Arabic, and other languages upon request.

3.7) National Council of Less Commonly Taught Languages (NCOLCTL). NCOLCTL constitutes a national mechanism devoted to strengthening the less commonly taught language professions and principally directs its efforts toward building a national architecture for the LCTL field and in making the field's resources easily accessible to language programs and language learners around the US. This conference brings together professionals from the academia, government, and private sectors, as well as students.

SECTION II. SIGNIFICANCE

IU CIBER's project draws on the vast international knowledge, capabilities, and resources that are available at KSB and IU, unmatched by a majority of institutions. The proposed activities are directed towards moving all constituencies from international awareness,

to engagement, to global competence through the provision of international education, collaborative and mentorship relationships, and experiential learning. The projects' goals, objectives, and outcomes work together to meet the purposes of the authorizing legislation and deliver high-impact results. Activities are designed to support, create, and disseminate educational and research resources that are critical to enhancing the long-term international competitiveness of the US. In addition, many of our activities are collaborative and interdisciplinary to achieve the broadest possible impact on teaching, research, and outreach audiences, and our efforts often will serve multiple audiences, across our campus, across the US, and across the globe (Exhibit 5).

A: Impact of Outcomes

IU CIBER recognizes the Department of Education's interest in promulgating international business expertise, developed and refined at well-positioned universities, to the wider higher education and business communities. To this end, IU CIBER truly embraces its role as a national resource center, ensuring that all resources and opportunities are made available to the widest audience possible when addressing the significant gaps in international business education. Core areas of impact can be summarized as encompassing the following four thematic areas:

- *Partnering MSIs and community colleges*
- *Experiential learning initiatives*
- *Language and culture instructional initiatives*
- *Broad dissemination of research and developmental activities*

With community colleges educating up to one-half of all US undergraduates, it is necessary to ensure that these populations are provided with current best practices in international education to make graduates competitive in today's global labor pool. Research has suggested that

institutional support for faculty, staff, and students is the principal determinant in the degree of internationalization (Harder 2010), so project activities are designed to achieve high impact and wide reach in supporting the internationalization of curricula and campuses among MSI and community college institutions, both regionally and nationally. These initiatives develop faculty competence in international business, foreign languages, and global affairs to enhance internationalization of business curricula both at KSB and other institutions of higher education.

The partner MSI and community college institutions have a high national profile, serving significant minority populations. The Ivy Tech system is the largest community college system in the US, with current enrollment levels of 200,000 annually at the 31 state-wide campuses. It is currently the top choice of Indiana public high school graduates for college. Martin University plays a unique role in Indianapolis serving low income, minority, and adult learners and currently enrolls over 1,000 students, the majority of whom are African American, female, and over the age of 25. The Alamo Colleges constitute the largest institution of learning in South Texas and are 60 percent Hispanic, enrolling a total of over 62,000, with 9,000 at Palo Alto College. Governors State University, currently enrolling 7,750, is expanding to include first-year students and building residence halls to serve a culturally and economically diverse population. With IU CIBER support, GSU is beginning to take a leadership role in partnering with over 20 of Chicago's community colleges and satellites, which enroll over 300,000 students overall.

A significant number of project activities provide key constituencies with experiential opportunities for training in international business, as research strongly suggests such international experiences are transformative, with significant long-lasting career impact and professional applicability due to intercultural competence and personal growth (Graham 2012; Franklin 2010). Within the IU CIBER and KSB context, experiential learning is critical to

helping students develop personal attributes that support the overall development of a global mindset. The language and cultural instructional activities enhance the global competency of business and non-business undergraduate as well as graduate students, encourage students to pursue the study of less commonly taught languages, and motivate students to participate in other international study opportunities. Enhancing these international opportunities can also introduce international business experiences to historically underserved student populations (Slotkin 2012).

In order to fulfill the stated objectives, IU CIBER activities promote an interdisciplinary approach for a more holistic examination of issues and focus on collaboration and active sharing to serve as an information bridge to the business community and other audiences to drive further knowledge creation. KSB remains committed to learning from, and building on, existing best practices to improve our activities.

B: National Significance

Although innovation and higher education are great strengths in the US, we have the opportunity and the obligation to extend expertise in international business to underserved institutions both regionally and nationally. IU and KSB have been striving to increase the openings and inducements for IU students to internationalize in ways that meaningfully impact their individual programs and for faculty to incorporate IB into their research and teaching, and have done so with great success. IU CIBER will now leverage this experience to help underserved institutions throughout the US.

Using the HP LIFE eLearning tool, IU CIBER will help the 250-member nation-wide (across 45 states) community college network NACCE incorporate international components into their entrepreneurship programs. The “Beyond Borders” module will help users learn how to expand internationally and training guides for internationalizing coursework will contribute to

the site's education resources. With funding for speakers and access to the KSB video library, updated by the CIBER Focus Video Series, IU CIBER will have broad and sustained impact. In addition, IU CIBER is building upon MSI and community college partnerships, like those at GSU, Martin University, Ivy Tech, and the Alamo Colleges and collaborating to internationalize their curricula and build global business competence, by developing innovative and replicable models for internationalizing business education. Many of the planned initiatives will leverage IU's nationally acclaimed capabilities in information technology to extend the reach and impact of proposed initiatives and in so doing maximize return on the investment in IU CIBER. Throughout, IU CIBER adheres to sustainable business practices, repurposing and re-tasking materials to achieve maximum return on investment.

The project achieves broad reach and impact through value-added activities in teaching, research, faculty development, and outreach. The central emphasis on internationalizing curricula at partner MSIs and community colleges across the US provides global viewpoints for underserved student populations (section 2.1 above) throughout the country. IU CIBER furnishes funding for collaborative opportunities for students, faculty and administrators at MSI and community college partners, including the Alamo Colleges in South Texas, Ivy Tech and Martin University in Indiana, and Governors State University—along with its network of community colleges—in the Chicago area. It also contributes support for research and travel abroad, as well as for course development and innovation. In parallel, professional development programs, workshops, and competitions, like IDEB, International Case Competitions, and the Business Language Case Competition, serve to influence promising scholars all over the US to internationalize their perspectives and research in business. The Globalizing MSIs Program

provides faculty at MSIs throughout the country with the mentorship, pedagogical tools, knowledge, and experiences to effectively incorporate international business materials.

IU is mobilizing its leadership in language and area training to create language and cultural learning modules for business classes, with special attention to LCTLs, made available online to K-12, higher education, and business professionals. IU CIBER is, in tandem with language faculty, developing concrete practices for integrating business content into all levels of language learning at universities, community colleges, and secondary schools. The Business is Global program brings international business awareness to high school students, linking the resources of IU's three Language Flagship programs with those of KSB.

Coupled with KSB's vision of higher education contributing to internationalizing business and US competitiveness, the concept of sustainability is increasingly critical for effective global business practices—and must be fused with all programmatic materials and approaches. The International Sustainability and Development Symposium brings together IU centers and schools to pursue answers related to sustainable development in the context of economic globalization.

IU CIBER focuses on the development and implementation of activities for increased effectiveness and efficiency and strong return on investment, by leveraging experiential tools to improve learning where possible, as well as repurposing and recycling program materials for use by multiple constituencies. Technology enables broad dissemination of deliverables to audiences separated from Indiana by time and geographic location, supporting IU's commitment to environmental sustainability. A considerable part of development and training, as well as outreach efforts, are targeted for MSI and community college faculty, and staff, to develop more richly international mindsets that can then influence and inspire generations of students to gain

cross-cultural competency. We do this by increasing the quantity, quality, and use of international business teaching resources to aid faculty implement courses that incorporate an international context, and provide support for research that leads to publications in high-quality, peer-reviewed journals. In terms of outreach, we increase the participation of regional universities, community colleges, and MSIs in international business opportunities by increasing the access to and use of resources related to international business at these institutions.

Another important element is the IU CIBER effort to increase business community members' knowledge and skills in dealing with current international business issues, while aiding in the collaboration of these businesses with students, who may serve as interns or consultants. IU CIBER works to enhance the language and culture content for use in business courses, at the same time increasing the number of business students exposed to this content. Another target is to increase students' interest, participation, and knowledge in critical foreign languages and international fields, and expose these students to international business information.

C. Regional Significance

A number of significant regional activities provide linkages and a route for underserved populations to experience ways in which international business can contribute to an individual's intellectual formation, from a high school summer immersion program, to scholarships for study abroad and internship programs as an undergraduate. IU's partnership with Indiana INTERNet pairs financially needy international business students with Indiana businesses looking to enhance their international impact. The proposed Employer Survey Report, of Indiana businesses and US companies recruiting at KSB, will be analyzed to help develop education and training materials that address data on what international skills are sought and utilized regularly in the workplace. IU CIBER and the IBRC will again collaborate to conduct statewide assessments

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culminating in a series of widely disseminated reports identifying opportunities for further engagement, and aid IU CIBER in devising future outreach programs. IU CIBER's role in internationalizing Ivy Tech's curricula and campuses will have extensive reach throughout the state, impacting large numbers of faculty and students. IU CIBER's close partnership with GSU will result in a new internationalization network among the community colleges in the Chicago area. IU CIBER is also working directly with regional partners to have immediate and sustainable impact, developing an awareness of local networks. IU CIBER and the area studies centers will spearhead and coordinate the Indiana State Internationalization Plan to build a more robust infrastructure for international education throughout the state of Indiana, via a sustained collaboration with diverse stakeholders and constituents.

SECTION III. QUALITY OF PROJECT DESIGN

A: Strategic Focus of IU CIBER Project

Program quality is best measured by how thoroughly the overall programs and activities deliver on congressional mandates as well as move the discourse of international business competitiveness forward. When developing its projects, IU CIBER first turned to the CIBE mandates and competitive and invitational priorities to inform our overall program goals.

With these goals as guides, IU CIBER undertook a comprehensive survey of relevant stakeholders to assess the needs of the business community and higher education. These surveys were completed in the form of both structured and free-form meetings that allowed stakeholders to explore their current environments and envision ideal scenarios for international business competitiveness development. Stakeholders involved included departments and offices within KSB, IU as a whole, and our partner community colleges and MSIs; representatives of the local and regional business community through chambers of commerce, business associations, and

internationalization support service providers; and relevant government offices when appropriate, such as the Indiana Export Assistance Center in the Department of Commerce Commercial Service. Through these meetings a number of gaps and areas for support were identified. IU CIBER identified those areas with the greatest need and potential for impact and determined how best IU CIBER, KSB, and IU strengths and resources could address these needs. The final list of projects are, therefore, directly aligned with Department of Education mandates and priorities, address identified needs within the business and higher education community, and have greater impact and return on investment by leveraging existing strengths and partnerships.

B: Sustainability

IU CIBER's project development sheets (Exhibit 6), used for all IU CIBER and Institute for International Business (IIB) projects during the development phase, incorporate sustainability plans from the beginning. A key element of IU CIBER project design is to build on success and ensure sustainability, like IU CIBER's ongoing relationship with Governors State University. IU CIBER was initially partnered with GSU through the Globalizing HBCU Business Schools Program in 2010. Over the course of four years, IU CIBER worked with GSU to internationalize its courses, develop the international capacity of its faculty, and expand the scope of its research. Through the Globalizing HBCU Business Schools Program, GSU faculty participated in globalization workshops and Faculty Development in International Business trips. After the initial relationship, both IU CIBER and GSU agreed that continued involvement in the Globalizing HBCU Business Schools Program would not have the same return on investment as in the first implementation. Instead, GSU will "graduate" to the next level of internationalization efforts. GSU will use the lessons learned to continue to internationalize its own curriculum and campus, and it will also turn its efforts outward and itself become a regional resource for

international business development. IU CIBER will work with GSU to develop and implement a series of “Doing Business in/with...” workshops for the local business community based on similar model that IU CIBER will over in its own region. In addition, IU CIBER will take the lessons learned from the Internationalizing the Curriculum Across Bloomington initiative that supported curriculum internationalization at both IU and Ivy Tech, the local community college, to support GSU in the development of its own internationalization program within its regional community college network.

IU CIBER also has the unique advantage of building on the success of a variety of global, high-impact projects also housed within the IIB. IIB program managers seek to link its partner community colleges and MSIs with these outside opportunities as well. In another example of IU CIBER’s relationship with GSU, IIB supported the travel of mixed consulting teams of KSB and GSU students, along with students from the local university, to assist entrepreneurs in Barbados as part of IIB’s USAID Barbados JOBS grant.

C: Focus on Outreach

Each program developed and implemented by IU CIBER will be used to deliver learning and insight to multiple audiences. Whether it is video streaming a research conference to interested partners across the world, repurposing an interview with an international CEO for use in a high school economics class, or creating source material for broad use in understanding global diversity, IU CIBER is committed to building resources that are sustainable and reusable in content and usage).

SECTION IV. QUALITY OF MANAGEMENT PLAN

KSB and IIB provide IU CIBER with both staff and infrastructure support. IU CIBER draws upon four resource pools in executing the activities and programs: CIBER staff and

resources, internal resources within IIB, resources within KSB, and support from IU. Exhibit 7 contains the IU CIBER organizational chart, which illustrates the relationship between the various entities involved and responsible for the center's success.

A. Role of IU CIBER Administration in Project Implementation

Grant and school resources work together to accomplish the priorities of IU CIBER, with the center's administration and staff serving as the primary resources for planning and implementation. KSB Dean Idalene Kesner, along with Laureen Maines, executive associate dean of faculty and research, and Ash Soni, executive associate dean of academic programs, provide institutional support and visibility for IU CIBER's activities. CIBER Principal Investigator (PI) P. Roberto Garcia and CIBER staff members work with a team of faculty members that compose the CIBER Faculty Fellows who will bring their academic expertise, energy, and creativity together with the explicit goal of continuing to increase and enhance the international experiential learning opportunities for students at KSB and other institutions. Finally, the CIBER PI and managing director of CIBER regularly report to KSB deans and are responsible for working with the CIBER Advisory Council throughout the year.

Working with the faculty leadership team, Managing Director LaVonn Schlegel is responsible for the daily management of IU CIBER including strategic planning, program development, financial management, evaluation, and relationship development at KSB, IU, and beyond. Reporting to Schlegel are professional staff with specific responsibilities including:

- Associate Director Christine Davis – overall implementation planning and daily management including program development, financial management and evaluation; coordination and execution of selected programming with a focus on outreach to the business community and internship development.

- Program Manager Emily Bagienski – coordination of Business Is Global summer program and selected programming with a focus on internal IU collaboration.
- Program Manager Vicki Dickson – coordination of selected programming with a focus on MSI and CC related activities.
- Grant Compliance Monitor Heather Yarnall-Kates – overall budget management and reporting,
- Event Planner Lindsay Turpen – event coordination assistance and travel support.
- Student hourly support is included to provide additional support for specific projects including the CIBER Focus Interview Series, the International Sustainability and Development Symposium, and the Case Development and Competition.

Exhibit 8 contains a detailed breakdown of proposed initiatives and associated staff responsibilities. It also indicates those initiatives that will be jointly executed by IU CIBER and a Title VI center partner, an IU partner, or other CIBER partner(s), leveraging the Title VI funds.

B. Project Activity Timeline and Project Management

Exhibit 9 contains a timeline of IU CIBER planned initiatives for the 2014-2018 funding cycle broken down by month. Using Basecamp and TeamGantt, detailed project work plans are developed and broken down by tasks. These plans show the necessary timing for each task along with assigned resources and estimated budget for each. This detailed planning ensures that all initiatives are completed as planned, on time, and within budget. An example of the detailed plan for the Business Is Global summer program is contained in Exhibit 10. In addition, the project manager for every initiative (indicated as “primary responsibility” in Exhibit 8) uses a planning packet, which contains the following forms: intended outcomes, performance measures, budget,

and reflection narrative, to establish the detailed project work plan. This information, along with weekly status reports and monthly update meetings make up the process controls for overall project management. Upon project completion, contributing partners debrief to review processes, timelines, and budgets, as well as discuss intended versus actual outcomes and make recommendations for improvement of future related projects.

SECTION V. QUALITY OF PROJECT PERSONNEL

IU CIBER depends on its professional and administrative staff and student assistants to develop and offer our portfolio of initiatives. The collaboration and support of the CIBER Advisory Board, KSB and IU faculty, and our external partners also play instrumental roles in our initiatives.

A: IU CIBER Administration—Key Personnel

Principal Investigator, P. Roberto Garcia (PhD, The University of Michigan, 1996) is a clinical professor of International Business at KSB. Dr. Garcia brings extensive administrative experience, having served for more than ten years as director and co-director of the Kelley MBA Global Experience and Supply Chain Global Management Academies. Dr. Garcia has been instrumental in the development of internationally focused experiential learning opportunities for the Kelley full-time MBA Program, the Kelley Direct Online MBA Program, and the Kelley Undergraduate Program. Most recently, he was part of the development team for the Kelley Undergraduate Program's new Global Foundations Core in which he teaches the Global Business Environments course required for KSB sophomores. Dr. Garcia has been highly active in the overall CIBER network as well volunteering his international teaching and pedagogy expertise to workshops throughout the country. He has also been a frequent presenter at the AIB annual

conferences as well as a multitude of other national and international conferences. In addition, he served as co-director of IU CIBER from August 2002-2003.

Managing Director, L. LaVonn Schlegel, (MBA Indiana University, 1985) joined KSB in 2007.

Under LaVonn's leadership, the IIB has developed an extensive and collaborative partnership network with US and international governmental agencies, NGOs, professional associations, foundations, and companies. Her organizational leadership experience ranges from entrepreneurial start-ups to multinational corporate environments, and she possesses a significant set of organizational, management, business partnership, personnel development, research evaluation, and program innovation skills. Early in her career, she developed and launched Hallmark Cards' first successful foray into the Hispanic market and its first strategic creative manufacturing partnership. As acting director (Medium Business) at Sprint, she was responsible for the billion-dollar mid-market business group, where she developed innovative programs to enhance connections with the business community. From 1997 to 2007, she served as president/CEO of an independent strategic management and marketing consulting group with a focus on new business and new product development for international and national clients in the utility, entertainment, high tech, services, import/export, hardware, and health care industries.

Associate Director-Programs, Christine Davis (MS Indiana University, 2001) has been with the Kelley School since 1991 and in her current position with the IIB since June 2010. In her time with the IIB, Christine has used her deep background in program development and management to develop and manage a number of new innovative and collaborative programs, including the summer Business Is Global program and the Global Business Institute, a four-week intensive and immersive entrepreneurship preparatory program for 100 Middle East and North African college students in partnership with the Coca-Cola Export Corporation of Dubai and the US Department

of State. Before joining the IIB, Christine held a number of roles in the Kelley MBA Program with primary responsibility of overseeing the student services functions of the MBA Program Office and setting the strategy for the design and development of a full range of services and programs for currently enrolled students, which began with a two-week new student orientation and concluded with a graduation ceremony. This included advising the MBA student government, implementing programs for all international and minority students, and developing and managing international learning opportunities.

Program Manager, Emily Bagienski (BA William & Mary 2006) joined the IIB in 2013 and serves as the program manager for Business is Global and the Global Social Entrepreneurship Institute summer programs. Emily brings extensive program management and international experience to the CIBER team. Before joining IIB, Emily lived in Japan for two years, teaching English as a Foreign Language to elementary and junior high school students in an area greatly affected by the 2011 Great East Japan Earthquake and Tsunami. This was her second experience in Japan, having spent 2006-2007 in rural Iwate teaching high school students. For the three years in between, Emily served as Assistant to the Director at the National Institute of American History and Democracy (NIAHD) in Williamsburg, Virginia. In this role, Emily served as logistics coordinator, applications manager, museum and historic site coordinator, parental liaison, and manager of day-to-day institutional operations.

Program Manager, Vicki Dickson joined the IIB team in June 2012 as the Grant Compliance Monitor. Working with multiple grants and accounts helped Vicki develop a thorough understanding of how to manage program budgets to gain the most value while staying in compliance with the multitude of granting agency guidelines. In her current role as Program Manager, Vicki contributes to several USAID-funded programs, assuring activities, timelines

and expenses are on target and within budget. Vicki interacts on a regular basis with IIB's project partners on these programs and has learned to efficiently juggle multiple and competing timelines and deadlines. She also brings a vast level of experience in support and managerial positions within a multitude of companies ranging from small privately owned to large international public businesses. Vicki maintains open and effective communication and is able to keep relationships positive at all levels.

Event Planner, Lindsay Turpen will provide administrative support for conferences, workshops, and travel activities. Lindsay has over ten years of experience in meeting and conference planning and travel support. She thrives on putting together the highest quality event at the lowest cost possible.

Grant Compliance Monitor, Heather Yarnall-Kates (BS Indiana University, 1993) will handle payment processing and accounting activities. Heather has extensive experience working with the IU financial management system and, more importantly, previous Title VI financial experience having worked with the Inner Asian and Uralic National Resource Center. Heather has a strong working relationship with the IU Office of Research Administration.

B: Kelley School of Business Faculty and Staff

The IU CIBER team is fortunate to be able to draw upon the talents and expertise of KSB faculty and staff in order to execute many of the CIBER initiatives. CIBER Faculty Fellows provide support in three key areas: (1) Experiential and Innovative International Learning: Jonlee Andrews, Goker Aydin, Terry Campbell, Patrick Hopkins, Dan Li, Alex Lopes, Tatiana Kolovou, Patricia McDougall, Phil Powell, Jamie Prenkert, Fred Schlegel, Richard Shockley, Catalin Stefanescu, and Ramesh Venkataraman; (2) International Entrepreneurship: Mark Long and Patricia McDougall; and (3) Case Development and Competition: Patricia McDougall and

Joel Rubin. John Talbott, Tim Baldwin and Goker Aydin serve as instructors for Business Is Global. Kelley staff in the Undergraduate, Full-Time, and Online MBA Program Office (Laurie Colglazier, Tia Trueblood, Jessica Zerrer, Sara Boeving, Rachel Fleishman, and Terrill Cosgray) are instrumental in execution and logistics of all international experiential learning opportunities. KSB Marketing & Communications (Gabe Lanz and Cody Weakley) and Instructional Technology (Jeff Pohlen and Mike Collins) provide the support for all web and video needs.

C. IU School of Global and International Studies and Title VI Centers

IU CIBER leverages its resources by developing and implementing many initiatives in cooperation with faculty from across IU. This high level of cooperation is demonstrated in collaborations with **African Studies Program** (Institute for Curriculum and Campus Internationalization, Sustainability Symposium, CIBER Focus Interview Series, and Martin University Speaker Series), **CLACS** (Institute for Curriculum and Campus Internationalization, Sustainability Symposium, CIBER Focus Interview Series, Martin University Speaker Series and Palo Alto College Collaboration), **East Asian Studies Center** (Institute for Curriculum and Campus Internationalization, CIBER Focus Interview Series, and Martin University Speaker Series), **Center for the Study of the Middle East** (Institute for Curriculum and Campus Internationalization, CIBER Focus Interview Series, Martin University Speaker Series), **EURO** (GSU Doing Business In Workshop, CIBER Focus Interview Series, Martin University Speaker Series, Sustainable Development Symposium, Ivy Tech Study Abroad, and IBRC Research), **REEI** (Institute for Curriculum and Campus Internationalization, CIBER Focus Interview Series, Martin University Speaker Series, Professional Development Workshops, Case Competition Project Development), and **CGC** (Indiana State Internationalization Plan, Sustainability Symposium, and Palo Alto College Collaboration). In addition, IU CIBER is collaborating with

the IU RCCPB during years two through four. The IU School of Journalism, School of Law, School of Public Health, and School of Public and Environmental Affairs are also collaborators on the Sustainability Symposium.

D: CIBER Network

IU CIBER plans to leverage its resources by working jointly with other CIBERs to serve as a national resource center. Long-standing CIBER sponsored activities including the CIBER Business Language Conference, CIBERweb and the District Export Council demonstrate the positive impacts that can be achieved by pooling resources.

E: Equal Opportunities

IU CIBER recruits, hires, promotes, educates, and provides services to persons based upon their individual qualifications. We prohibit discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. In our recruitment process, we actively encourage members of traditionally underrepresented groups, as well as earmark student scholarship and fellowship funds for students from underrepresented populations.

SECTION VI. ADEQUACY OF RESOURCES

A: Reasonable Costs

In the development of the projects outlined in this proposal, every effort was made to maximize project output and outcomes with respect to funding inputs. In particular, IU CIBER employed two key strategies to ensure high return on investment: (1) collaboration and (2) outreach.

1: Collaboration

IU CIBER specifically sought to develop projects that leveraged existing resources from IU and outside entities. When possible, projects have multiple co-sponsoring Title VI Centers, such as the professional development workshops on doing business in and with specific regions. IU CIBER is able to combine its resources – both personnel and funds – with a different Title VI Center each year to host these workshops for the business community. When existing funds were available, IU CIBER worked to leverage these in support of international business education. For example, IU CIBER’s collaboration with INTERNnet will increase the use of the EARN Indiana matching funds for internships for international business students. Agencies within Indiana, such as the Indianapolis Chamber’s Global Indy Division, share goals with IU CIBER, and IU CIBER will work with these agencies in order to expand the reach of services offered.

2: Outreach

IU CIBER recognizes that when possible, all the Center’s efforts should support its mission to serve as a national resource. IU CIBER strategically worked to include an outreach component in a majority of the projects proposed here. Of the 34 projects, 24 include an outreach component. Any materials developed are targeted at multiple audiences and made publicly available, any resources shared in-person will be recorded for further distribution, and any expertise gained by KSB faculty and staff will be shared with partner institutions when appropriate. Broad distribution of these materials and expertise increase the impact of IU CIBER projects.

B: IU and Partner Support

1: IU Resources and Facilities

IU has a long, acclaimed history of engagement in global affairs and international business, uniquely positioning IU CIBER to address these challenges over the four-year grant

cycle. The implementation of the IU International Strategic Plan, initiated in 2008, has resulted in significant increases in study abroad program participation and the provision of new resources devoted to enhancing global competence among IU faculty. Efforts to enhance international student recruitment, improve language instruction, foster interdisciplinary collaboration, and heighten international involvement with Indiana's citizenry, businesses, and schools have all been successful initiatives. The new School of Global and International Studies, with a new 160,000-square-foot building, illustrates IU's firm commitment to international study. The building will house IU's many Title VI and international centers, institutes, and culture and language programs previously scattered across the university campus. This \$47-million facility will provide an opportunity for synergies and collaborations between IU's many international players.

2: Kelley Resources and Facilities

KSB adds substantially to the overall international strength of IU. The school's first major effort in the international arena was the 1955 launch of the European Productivity Agency Program. In the following 60 years, KSB has continued to expand and deepen its commitment to international business education and research. In 2014, the KSB undergraduate program launched the new Global Foundations Core for the sophomore year incorporating international business education into degree completion requirements for all KSB undergraduates. As part of the new curriculum more than 1,400 sophomore students traveled with new short-term study abroad trips. In addition, the KSB MBA, Kelley Direct, and Doctoral programs all continue to incorporate the international as key components of student achievement (Exhibit 11).

Our current and proposed global programs and initiatives are made possible in large part by our faculty who have a long-standing commitment to excellence in teaching and research.

This depth and breadth of intellectual strength at both KSB and IU provides the foundation for IU CIBER to deliver leading-edge programming. The caliber of KSB programs and faculty has been recognized by a variety of leading publications:

- #1 in Teaching Quality, #1 in Career Services (MBA, *Bloomberg BusinessWeek* 2012)
- #1 in Student Quality by Recruiters (Undergraduate, *Bloomberg BusinessWeek* 2014)
- #1 overall in US (Kelley Direct online, *US News & World Report* 2014)
- #1 in Academic Quality (Evening MBA, *Bloomberg BusinessWeek* 2013)
- #4 in Entrepreneurship (among Public Universities) (*US News & World Report* 2014)

KSB's strong commitment to international business education and research is also reflected in the IU CIBER facility located in the heart of the Bloomington campus adjacent to the new School for Global and International Studies building. CIBER's new office space markedly increases the square footage for administrative offices and meeting space, provides adequate space for additional center staff and visiting scholars. Most importantly, its convenient location to both KSB and the Global Studies buildings will serve to build stronger ties and relationships between KSB, the other IU Title VI Centers, and foreign language and area studies programs.

Kelley's faculty research has worldwide reach and influence. In a Social Science Research Network study, KSB faculty members ranked among the top in the nation for having the most frequently downloaded research publications. KSB faculty are international thought leaders and knowledge creators who value curiosity, innovation, and originality, and conduct groundbreaking research that is published in leading journals, such as *The Accounting Review*, *Journal of Accounting Research*, *Journal of Accounting and Economics*, *Journal of Marketing*, *Journal of Consumer Research*, *Journal of International Business Studies*, *Journal of Finance*,

Journal of Financial Economics, Academy of Management Journal, Business Ethics Quarterly, and Production and Operations Management.

KSB provides significant matching funding for personnel and other budget requirements as well as operating expenses, equipment, and supplies for use by CIBER.

3: Partner Support

IU CIBER will collaborate with a wide range of institutions of higher education, businesses and business associations, and government agencies to implement projects under the 2014-2018 grant. These entities bring valuable expertise, experience, and resources to the projects. See Exhibit 8 for a complete listing of IU CIBER partners and the individual project descriptions for details on the support provided.

SECTION VII. QUALITY OF PROJECT EVALUATION

A: GPRA Measures

IU CIBER recognizes the valuable role the Government Performance and Results Act (GPRA) and the GPRA Modernization Act play in ensuring federally funded programs document achievements through quantifiable measures. IU CIBER also appreciates the challenge the Department of Education faces in assessing program-level measures across various and varied CIBERs nationwide. In order to meet the needs of the Department of Education, IU CIBER will gather and report the required data through the International Resource Information System (IRIS).

1: CIBE GPRA Measure 1

This program-wide assessment will measure the percentage of total CIBE program participants who advance in their professional field two years after participation in CIBER programs. A majority of the IU CIBER proposed projects specifically address the Department of

Education's interest in increasing the pool of qualified international business professionals through educational and professional development opportunities. Projects, such as our student internship opportunities and professional development workshops, are specifically designed to lead towards future career advancement.

To collect the required information IU CIBER will administer the surveys supplied by the Department of Education to all IU CIBER student participants at the appropriate intervals. IU CIBER will rely on KSB's existing, robust system for maintaining contact with recent graduates through both the KSB Career Services Office and the KSB Alumni and Development department. In addition to maintaining up-to-date and accurate contact information, KSB is able to maintain contact with graduates through their IU-issued email accounts, which continue to operate after a student graduates. IU CIBER will work with its partner MSIs and community colleges to develop alumni tracking measures to ensure the administration of the survey to their participants as well. IU CIBER will also complete follow-on surveys with non-student participants in professional development activities such as the "Doing Business in..." Workshop series.

2: CIBE GPRA Measure 2

This program-wide assessment will measure the percentage of total CIBE projects that establish or internationalize a concentration, degree, or professional program with a focus on or connection to international business over the course of the grant period. AS KSB already offers international business concentrations within its existing programs, the focus for IU CIBER will be on the establishment or internationalization of concentrations, degrees, and programs in its partner institutions. IU CIBER's significant and sustained partnership with GSU, for example, continues to support GSU in establishing and internationalizing its business programs. In

addition, IU CIBER continues to develop partnerships with regional and national majority-minority institutions and community colleges in order to increase the number of internationalized programs in Indiana and in the nation.

To collect the required information IU CIBER will provide twice annual reports on all internationalization efforts within KSB and its partner institutions gathered through an annual questionnaire completed by program chairs and department heads.

3: CIBE GPRA Measure 3

This program-wide assessment will measure the percentage of CIBE projects whose business industry participants increased their export business activities. IU CIBER's efforts to address this goal include both direct outreach to the business community through projects aimed at business professionals, as well as collaborative efforts to provide student consultants and interns to support regional businesses in their internationalization efforts.

To collect the required information IU CIBER will administer electronic pre-program and follow-on surveys with all CIBER program participants that will allow for a measure of changes in export activities.

4: Efficiency Measure

This program-wide measure will determine the cost per CIBE doctoral or Master's graduate who is employed in international business-related fields within eight years of graduation. To this end, IU CIBER will provide annual reports on the numbers of KSB graduates and their post-graduation employment. This information is currently systematically gathered through the appropriate program offices within KSB and made available to IU CIBER on request for reporting purposes. In addition, IU CIBER will begin work with its partner institutions to

implement similar data collection processes so that these numbers may be gathered from these institutions in the future as well.

B: PMF

IU CIBER welcomes the inclusion of the Performance Measure Form (PMF) requirement to the 2014-2018 CIBE grant cycle. IU CIBER program staff is experienced at implementing comprehensive program evaluation plans based on the Logical Model framework. IU CIBER's project development sheets (Exhibit 6), used for all IU CIBER and IIB projects during the development phase incorporate evaluation methods from the beginning.

Using the PMF framework, IU CIBER seeks to measure its overall program goals through both output and outcome measures of individual projects. All projects include both formative and summative measures that allow IU CIBER staff to monitor project implementation for necessary mid-course corrections that will result in the achievement of targeted results. Targets will be based on ambitious, yet achievable goals determined from accurate baseline measurements. A variety of data collection methods (quantitative and qualitative data measured with a variety of research-proven tools) have been built into the individual project plans and assessment of this data is built into project manager position expectations. The details of the IU CIBER program and individual project evaluation plans can be found in the PMFs (Appendix 5).

In addition to comprehensive plans for program and project evaluation, it is important to IU CIBER that its projects be responsive to the current international business environment and the needs of local businesses. To this end, IU CIBER has included in its projects for this proposal a comprehensive survey of the international needs of local employers. In its first iteration, this survey will include Indiana businesses as well as KSB recruiting employers in order to generate both a representative sample of Indiana business needs as well as a broader scope of US business

needs. The results of this survey will inform the direction other projects in this grant cycle in the subsequent years. For example, survey results identifying a lack of knowledge in a particular world region will inform IU CIBER of the need to include this world region in such projects as the “Doing Business in/with...” workshops and the Language and Culture modules.

SECTION VIII: COMPETITIVE PREFERENCE PRIORITY 1: BUSINESS COLLABORATION

IU CIBER will partner with the Indiana INTERNnet, the Indiana Commission of Higher Education, and the Indiana Commercial Service of the Department of Commerce to support internships for international business students throughout the state of Indiana with Indiana companies currently working internationally or looking to internationalize.

IU CIBER will match students with internationally relevant internship opportunities specifically recruited for this program, through partnerships with the Greater Bloomington Chamber of Commerce, the Indianapolis Chamber of Commerce’s Global Indy division, and Indiana Economic Development Association. Internships will be open to **all students** in the state of Indiana. Supplementing this partnership, IU CIBER has already obtained commitments from The Coca-Cola Company, Prologis, and Ooredoo to provide internationally-focused summer internships. In addition, IU CIBER will continue to support KSB student consulting programs—undergraduate and graduate programs that pair student teams with local and international businesses to provide course-supported consulting.

KSB regularly collaborates with business across all of our programs. For example, the Deans Advisory Council provides an interface between IU and the business community; KSB’s distinguished corporate partners actively serve on KSB volunteer boards, as well as sponsoring and supporting MBA Academies; many firms collaborate for site visits, internships, or case

studies with both MBA and undergraduate students. KSB is working to leverage this capability and these partnerships for continued CIBER collaboration.

SECTION VIII: COMPETITIVE PREFERENCE PRIORITY 2: COMMUNITY/COLLEGE/MSI COLLABORATION

In order to address the Department of Education's interest in encouraging sustained and significant collaborations with CCs and MSIs to further internationalize business curricula, IU CIBER will deepen its on-going relationship with Governor State University (GSU), an MSI in Illinois, while also expanding our regional and national reach through additional partnerships with Martin University and Ivy Tech Community Colleges in Indiana, as well as the Alamo Colleges, a system of five minority-serving community colleges in and around San Antonio, Texas (above, section 2.1 *a-e*). Our activities will include faculty development, curricula and campus internationalization, speakers, workshops, study abroad, and career fairs. In addition, IU CIBER in collaboration with the Globalizing MSIs Program will provide one-on-one mentoring services to participating MSI schools.

We will also convene a four-day institute (ICCI), based upon dialogue with faculty and administrators, that examines concrete ways to internationalize campuses, curricula, and courses (2.1 *f*). In addition, IU CIBER will help NACCE, a 250-member community college network, internationalize their entrepreneurial programs by using the HP Life e-Learning tool—including the development of a “Beyond Borders” module (2.1 *g*). Our international case competitions (above, 1.3) and development in international business (1.4) activities each provide opportunities for MSI and community college staff to gain valuable international experience in curricular development and by international travel.

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Appendix 1: Indiana University CIBER Advisory Council

IU CIBER will operate under the support and guidance of its Advisory Council. The council was established in 1990 and brings together IU faculty, business executives and government representatives with extensive international business and language experience. Council members are committed to working with IU CIBER to help us meet the proposed objectives and goals. The Council met for planning on February 13, 2014. The Council will formally meet once per year as a group but individual members are on-campus multiple times each year.

2014 – 2018 IU CIBER Advisory Council

Kelley School of Business

Dr. P. Roberto Garcia, IU CIBER Primary Investigator, *Ex Officio*

Dr. Patricia McDougall-Covin, Director, Institute for International Business

Ms. LaVonn Schlegel, Institute for International Business

Ms. Christine Davis, Institute for International Business, *Ex Officio*

Indiana University

Mr. Feisal Istrabadi, Director for the Center for the Study of the Middle East, College of Arts & Sciences and Faculty, and Maurer School of Law

Dr. David Zaret, Vice President for International Affairs

Business Representatives

Mr. Brian Armstrong, Partner, Point B Capital

Dr. Joseph Battat, Senior Consultant, World Bank Group

Ms. Sherry Davis, Director in Corporate Audit Services, Eli Lilly & Company

Mr. Curtis A. Ferguson, President of the Middle East and North Africa Business Unit, The Coca-Cola Company

Mr. Raphael Tyson, Founder and President, Citizens Capital Money Lending Limited

Government

Mr. Steve Akard, Vice President and General Counsel, Indiana Economic Development Corporation (IEDC)

Ms. Judy Lao, Senior International Trade Specialist, U.S. Department of Commerce

CIBE Assurance Form

INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Name and Title of Authorized Representative

Mr. Steven A. Martin
Signature

7.1.14
Date



June 10, 2014

Dr. Timothy Duvall
International Foreign Language Education
U.S. Department of Education
1990 K Street, N.W.
Washington, DC 20006-8521

OFFICE OF THE
PRESIDENT

Dear Dr. Duvall:

We are writing to strongly endorse the application from the Indiana University Kelley School of Business for Title VI funding for its Center for International Business Education and Research (CIBER).

The Kelley School of Business was one of the first schools in the nation to establish an international business department. For over six decades, Kelley School faculty have been leaders in developing the literature, curricula, and fundamental research directions in the field of international business. It has also played a central role in educating generations of international business scholars. IU CIBER has leveraged this experience and expertise to develop a highly collaborative proposal with initiatives focused on long-term sustainable approaches to international business practice, development, and expansion. In particular, you will find initiatives that:


- Provide numerous opportunities for sustainable and impactful collaboration with MSI's and community colleges throughout the country.
- Increase internship and experiential learning opportunities for international business students enrolled throughout the state of Indiana.
- Increase the accessibility to and utilization of the vast language education resources at Indiana University.
- Involve a high degree of collaboration with the other Title VI Centers at Indiana University.

Our CIBER team has worked hard to develop an integrated set of initiatives that will provide maximum impact for the DOE's investment. The ideas outlined in the proposal clearly focus on key issues that affect long-term U.S. global competitiveness. Students, faculty, administrators, business leaders, and policymakers will benefit greatly.

Indiana University is dedicated to working with our Center for International Business Education and Research and to fostering its goals. It is with great pleasure that we endorse this proposal, and we urge you to give it your most serious consideration.

Bryan Hall 200
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812-855-4613
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Yours sincerely,


Michael A. McRobbie
President, IU



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David Zaret
Vice President for International Affairs, IU



Idalene "Idie" Kesner
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June 20, 2014

LaVonn Schlegel
324 N. Jordan Ave.
Bloomington, IN 47404

Dear Ms. Schlegel,

Indiana INTERNnet (IIN) is pleased to submit this letter confirming our interest in collaborating with and supporting the Kelley School of Business Institute for International Business at Indiana University should they be awarded Title VI funding by the U.S. Department of Education (U.S. DoEd) for a Center for International Business Education and Research (CIBER). IIN offers critical expertise and networks to contribute to the successful implementation of this project.

Indiana INTERNnet was formed in 2001 as a result of Indiana Chamber-led studies that demonstrated the state's "brain drain" issue. IIN began providing internship-matching services in 2001 to address this issue by connecting Indiana students with in-state employers. A 501(c)3 managed by the Indiana Chamber of Commerce, IIN provides "high touch" programs/resources as well as a "high tech" free, online searching, matching and tracking system serving 60,000 Indiana students, employers and educational institutions since its inception. Recently, IIN has partnered with the Indiana Commission for Higher Education to launch EARN Indiana, which uses state work-study funding to match internship stipends for students with financial need.

Indiana INTERNnet understands that, should IU's proposal be approved by the U.S. DoEd, the details surrounding its role will be more clearly articulated and established at that time. We look forward to the opportunity for further collaboration with Indiana University.

Sincerely,

A handwritten signature in black ink, appearing to read "Janet Boston".

Janet Boston
Executive Director



Hewlett-Packard Company
Schickardstrasse 32, Geb. Businesspark
Boeblingen, Germany 71034

hp.com

June 16, 2014

LaVonn Schlegel
Managing Director
Institute of International Business
Kelley Schools of Business
Indiana University
316 N. Jordan Ave.
Bloomington, IN 47405

Re: Interest in collaboration the IU Kelley School of Business Center for International Business Education and Research

Dear Ms. Schlegel,

Jeannette Weisschuh

Director, Economic Progress
Corporate Affairs
T 49 7031 14 8050

jeannette.weisschuh@hp.com

The HP Economic Progress Team is highly interested in further exploring a potential collaboration with the IU Kelley School of Business on the development and implementation of the internationalization of the HP LIFE e-Learning business and IT skills training program offered to more than 250 US community colleges in partnership with the National Association for Community College Entrepreneurship.

HP is driven to create solutions that have a social impact, and we champion a world where everyone has access to essential business and IT skills training through our cloud-based learning initiative—HP LIFE e-Learning. Designed for students, entrepreneurs, and small-business owners, HP LIFE e-Learning can be used by educators, trainers, and mentors to enrich their curricula, personalize their interactions with students and teach 21st century skills. Interactive modules focus on core business competencies in the areas of finance, marketing, operations, communication, and special topics such as social entrepreneurship, energy efficiency and effective leadership. The platform is available in English, Spanish, French, Portuguese, Arabic, Hindi and Chinese. Additional modules, services, support, and languages are added on a regular basis.

June 16, 2014

HP LIFE e-Learning has over 250,000 registered users and is being used in colleges, universities, small business centers, workforce development programs, high schools and other training programs globally.

HP strongly endorses the work of IU's Kelly School of Business in providing international business education in US community colleges. We look forward to further exploring a potential collaboration related on these programs.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Weisschuh".

Jeannette Weisschuh
Director, Economic Progress

June 20, 2014

LaVonn Schlegel
Managing Director
Institute for International Business
Kelley School of Business
Indiana University
316 N. Jordan Ave.
Bloomington, IN 47405

Re: Letter of Commitment for the IU Kelley School of Business Center for International Business
Education and Research

Dear Ms. Schlegel:

On behalf of **the National Association for Community College Entrepreneurship (NACCE)**, I am pleased to offer this letter of support for the work the IU Kelley School of Business is creating in partnership with the CIBER grant on the development and implementation of international content within the HP Life Business Skills training program offered to more than 250 US Community Colleges in partnership with HP.

National Association for Community College Entrepreneurship (NACCE) is a non-profit organization for educators, entrepreneurs, and distinguished business development professionals to provide quality programs and services in entrepreneurship education and serve as advocates for "entrepreneurship movement."

As a membership association, NACCE helps community colleges nationwide link their traditional role of workforce development with entrepreneurial development. Through membership, an annual conference and exhibition, a quarterly journal, monthly webinars and podcasts, a dynamic list-serv, and other resources, NACCE serves as the hub for the dissemination and integration of knowledge and successful practices regarding entrepreneurship education and student business incubation. These programs and courses advance economic prosperity in the communities served by its member colleges.

NACCE supports IU's Kelley School of Business and their CIBER grant proposal as a supporting partner for their work in a continued effort to provide strong internationalization resources to our partner schools and to their local business communities through their work in school-based incubators and small business development centers. We look forward to working with you as a resource for these programs with the IU Center for International Business Education and Research.

Sincerely,



Heather Van Sickle
President & CEO

LaVonn Schlegel
Associate Director
Kelley School of Business Institute for International Business

324 N. Jordan Ave
Indiana University
Bloomington, IN 47404
USA

June 16th, 2014

Dear Ms. Schlegel:

Governors State University (GSU) is pleased to submit this letter of collaboration and support, confirming our interest in collaborating with and supporting the Kelley School of Business Institute for International Business at Indiana University, should they be awarded Title VI funding by the U.S. Department of Education (U.S. DoEd) for a Center for International Business Education and Research (CIBER). GSU offers critical expertise and networks to contribute to the successful implementation of this project.

Governors State University is the only regional, public, comprehensive university in Chicago's south suburban area, serving approximately 7,750 students annually. GSU provides accessible, high value undergraduate and graduate education to culturally and economically diverse students. Founded in 1969, GSU is undergoing major transition. Currently a non-residential, "senior institution," accepting transfer and graduate students only, GSU will accept first-year students and complete its first residence halls in 2014.

The College of Business and Public Administration (CBPA) at GSU has been IU CIBER's "Globalizing Business School" (GBS) consortium partner since 2010. As IU CIBER's minority serving institute (MSI) partner in the GBS consortium, CBPA has utilized the resources provided by IU CIBER and the GBS consortium in faculty and curriculum development, and significantly improved its international curriculum and program during the past four years. A total of 15 CBPA faculty members have attended the Faculty Development in International Business (FDIB) seminars at University of Memphis since 2010, and six CBPA faculty members participated in

international FDIB trips to Turkey, China, Brazil, India, Africa, and Scandinavian countries. As a result, we have developed several new international themed courses, numerous international content modules, and our faculty has also strengthened their research in international related topic areas. The partnership with IU CIBER has had a tremendous impact on CBPA's progress in our AACSB accreditation as well.

CBPA also houses the Small Business Development Center and an International Trade Center (ITC), with partial funding from the Illinois Department of Commerce and Economic Opportunity (DCEO). The SBDC and ITC work with small to medium size businesses in the area to provide consulting and export assistant services. The SBDC has historically performed as one of the top 5 Centers in Illinois. The SBDC and the ITC have received numerous state and regional awards including the "U.S. Small Business Administration's Veterans Illinois Small Business Champion for 2012", "Governor's Export Awareness & Development Award 2013", and a Trade Center client designated as the "Illinois 2012 Exporter of the Year" and "Governor's New Exporter Award 2013".

With its unique history as an institution that serves non-traditional, transfer students, its high quality and culturally diverse faculty, and the connections to business and industry in the greater Chicago area, CBPA is equipped with the expertise and resources to contribute as an equal partner to IU's CIBER grant proposal for the next funding cycle (2014-2018). With its location in greater Chicago and its unique and on-going relations with more than 20 community colleges in the Chicago area, GSU can assist IU CIBER in expanding its reach to an even larger network of businesses and educational institutions.

The key projects we will develop with the support of IU CIBER resources include the following:

- Providing "Doing Business in and with..." workshop series to area businesses.
 - o As an extension of IU CIBER's "Doing Business in and with..." workshop series, GSU will offer annual one-day professional development workshops focusing on doing business in specific regions, especially the strategically important regions identified by DoEd for the current grant cycle (Sub-Saharan Africa, South Asia, and Southeast Asia). The workshops will focus on changes in the business environment in these regions over the past decade, with emphasis on practical business know-how for small to medium sized Illinois businesses that plan on expanding their reach to these regions.

- Developing a regional internationalization network with area community college partners
 - o GSU will develop an international network among the primary community colleges in its region and provide professional development training to their faculty members. CBPA faculty will conduct summer workshops to share best practices on teaching international contents in lower division courses at these colleges.
- Creating annual study abroad trips for GSU and community college students
 - o GSU will offer one short term study abroad trip each year for the grant period (2014-2018). These trips will be open to qualified students in our community college partners, especially students in the Dual Degree Programs (DDP).

GSU understands that, should IU's proposal be approved by DoEd, the details surrounding their role will be more clearly articulated and established at that time. We look forward to the opportunity for further collaboration with Indiana University.

Sincerely,


Dr. Ellen Foster Curtis

Dean

College of Business and Public Administration
Governors State University
University Park, IL 60484
(708) 534-4953

Exhibit 1: MSI and Community College Partnerships

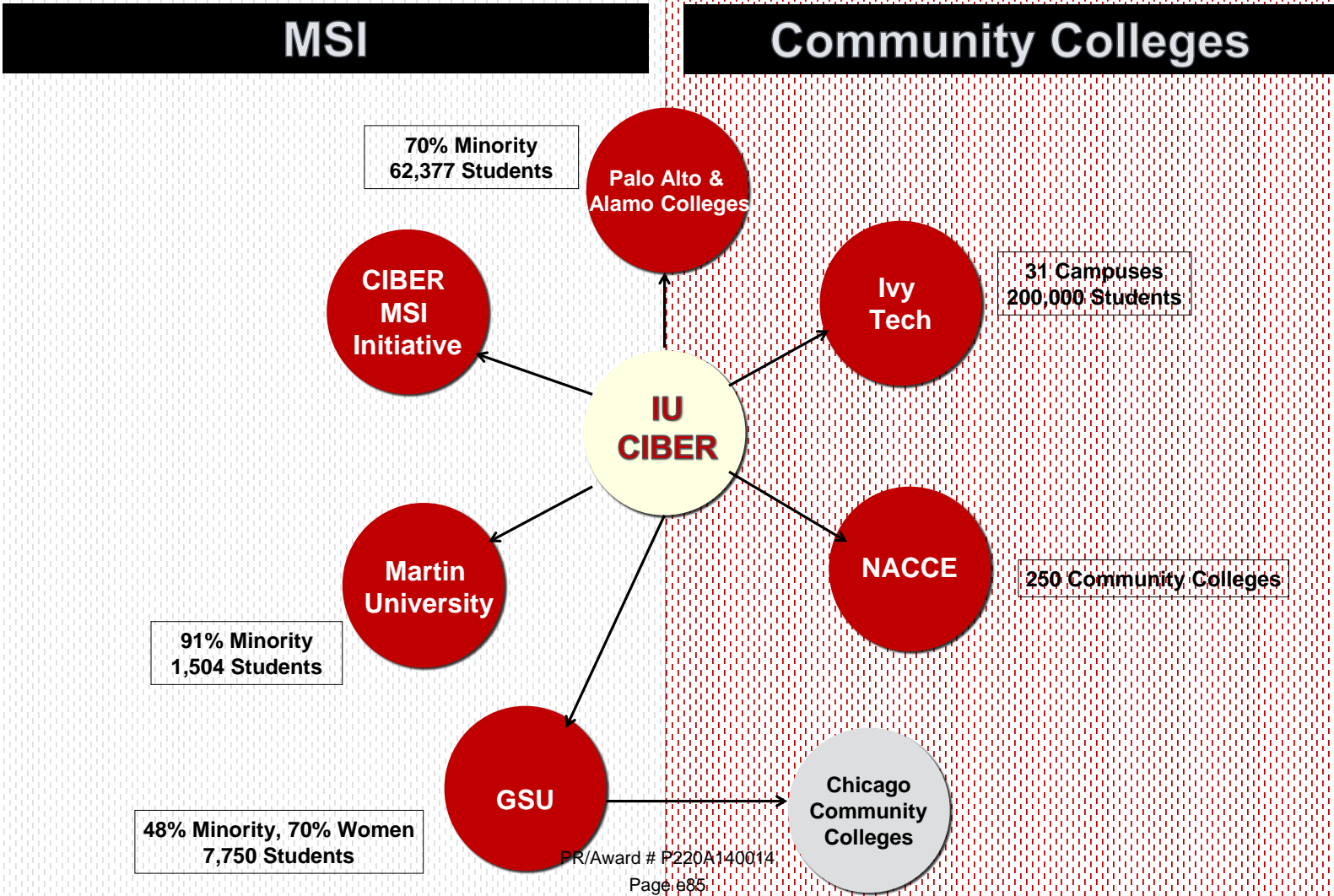


Exhibit 2: Languages Offered at Indiana University

IU Bloomington has offered language instruction in approximately 80 languages. Languages in boldface type are taught regularly in a four-semester sequence and meet IU Bloomington general education requirements.

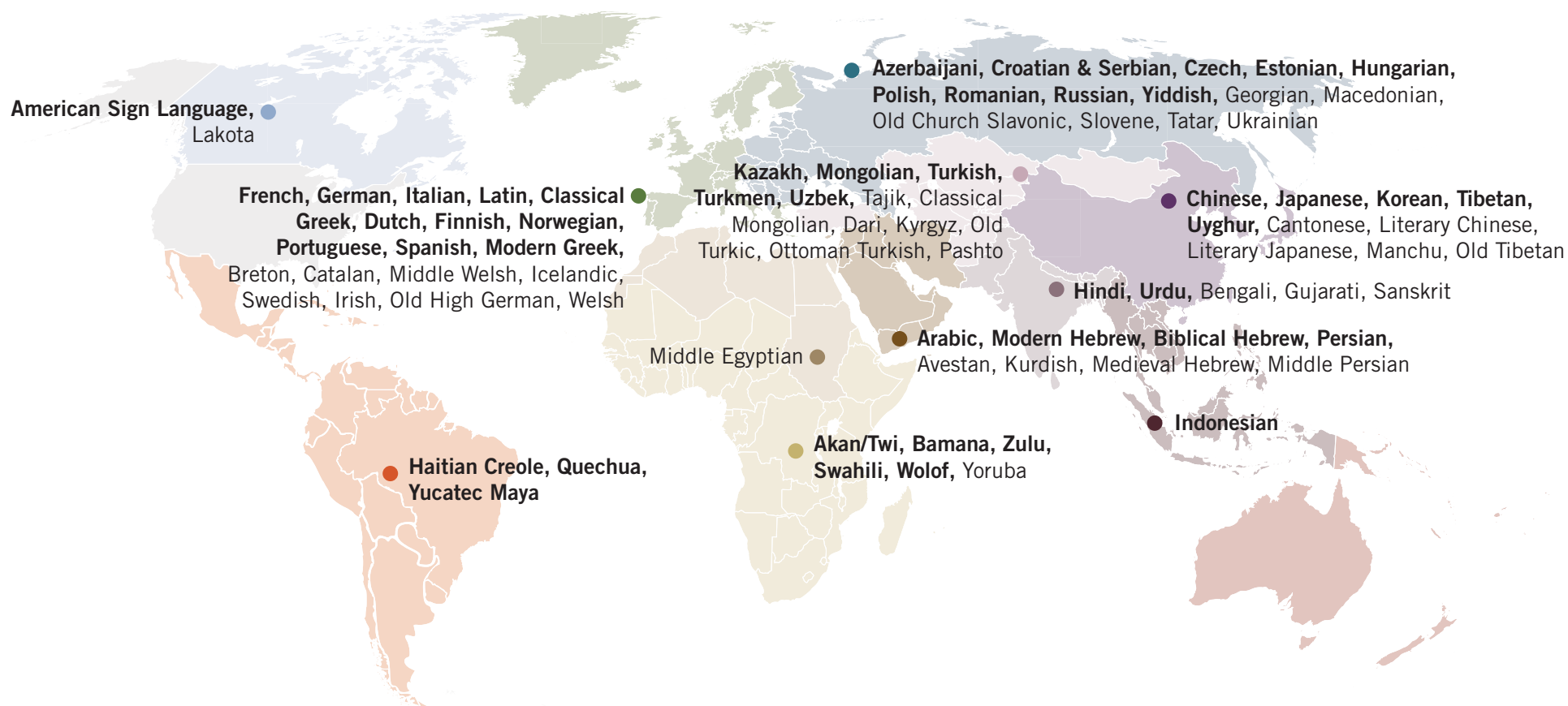


Exhibit 3: Indiana University Area Studies and National Resource Centers

African Studies Program (Title VI NRC)

Center for Languages of the Central Asian Region (Title VI LRC)

Center for Latin American and Caribbean Studies (Title VI NRC)

Center for the Study of Global Change (Title VI NRC)

Center for the Study of the Middle East (Title VI NRC)

Chinese Flagship Center

East Asian Studies Center (Title VI NRC)

European Union Center

Dhar India Studies Program

Inner Asian and Uralic National Resource Center (Title VI)

Institute for European Studies Center

Islamic Studies Program (Title VI FLAS)

National African Language Resource Center (Title VI LRC)

Russian & East European Institute (Title VI)

Southeast Asian Studies Center

Swahili Flagship Center

Turkish Flagship Center

Exhibit 4: Internationalization Curve

	Program/Activity	Education	Awareness	Experiential
Community College	CIBER Focus		X	
	GSU Regionalization Network	X		
	HP LIFE	X		
	Institute for Curriculum and Campus Internationalization	X		
	Internationalizing the Ivy Tech State-wide System	X	X	X
	Ivy Tech/CIBER Career Event	X		
	Palo Alto College/Alamo Colleges	X	X	
MSI	CIBER Focus		X	X
	Globalizing Minority Serving Institution Program	X	X	
	GSU "Doing Business in and with..." Workshop Series			X
	GSU Regionalization Network			X
	GSU Study Abroad			X
	Institute for Curriculum and Campus Internationalization	X	X	
	Martin University Faculty Development			X
	Martin University Lecture Series	X		

Exhibit 5: Local, Regional, and National Reach of IU CIBER

Local

- Scholarships for Short-Term Study Abroad Opportunities
- Student International Experience with IB Professionals and KLLC
- MBA Language Tutoring
- Research Center for Chinese Politics and Business Collaboration

Regional

- Internship Program
- Indiana State Internationalization Plan
- Employer Survey Report
- Joint IU CIBER-IBRC Indiana International Business Research
- “Doing Business in and with...” Workshop Series
- Business Language Case Competition

National

- International Sustainability and Development Symposium
- National District Export Council
- Community College and MSI Collaboration
- International Case Development and Case Competition
- MSI Faculty and PhD Student Research Grants
- Internationalizing Doctoral Education in Business
- CIBER Focus Interview Series
- Business Horizons
- Business is Global Summer High School Program
- Business in Language Courses
- Language and Culture Modules
- Faculty/Staff Development in International Business
- CIBER Business Language Conference and Research and Teaching Grants

Exhibit 6: CIBER PROJECT DEVELOPMENT SHEET

Project Title	Business is Global Summer High School Program					
Description						
This two-week summer program immerses rising high school sophomores, juniors, and seniors in a cultural and language experience designed to increase awareness of the links between culture and language and international business. In partnership with IU's three language Flagship Centers (Chinese, Swahili, and Turkish), this program introduces students to three less commonly taught languages, the culture of the regions where they are spoken, and international business skills needed to work in these regions. Piloted in 2013, the first two years of the program focused on Portuguese, Arabic, and Swahili. IU CIBER funds cover program costs that allow for lower overall program costs and allow IU CIBER to discounted program admission to lower-income and minority students.						
Goal 1			Baseline			
Increase number of high school students exposed to LCTLs.			22			
			Y1	Y2	Y3	Y4
			24	26	30	30
Goal 2			Baseline			
Increase number of high school students exposed to international business opportunities.			22			
			Y1	Y2	Y3	Y4
			24	26	30	30
Goal 3			Baseline			
Increase number of participants continuing LCTL or international business studies (either while in high school or in university).			2			
			Y1	Y2	Y3	Y4
			3	4	5	5
CIBER Funds (Attach budget with breakdown by object code)					\$45,580	
Salaries	\$29,580	Travel		Subcontracts		
Benefits		Supplies	\$16,000	Equipment		
Fees		Fellowship		Other (explain)		
Brief narrative	Salaries for 3 Pas (2 students at \$8.25/hr x 220 hrs; 1 student at \$9/hr x 220 hrs) Supplies (and hospitality) for program costs Assumes program fee charged is \$1,600 and a combination of scholarships equaling to 10 full-ride scholarships awarded.					
Cost Share (Attach budget with breakdown)					\$45,000	
Brief narrative	Kelley faculty (3) (@3%) Flagship presenters (at least 1 per Flagship) (not counted as cost share) Kelley marketing support (@5%) KSBIT support					
Staffing					4+	
Professional	1	Administrative	3	Other	Multiple	
Brief narrative	Program manager = Emily Financial processing = Heather Event planning = Lindsay Operations management Kelley and Flagship faculty Pas					
Materials/Resources						

See previous program materials and resources.
Partner Contributions <i>(including KSB department support [e.g. KSB Media])</i>
Flagships provide language and culture instruction. KSBIT supports web site updates. Kelley marketing creates program video and team photographs.
Sustainability
Program fees. Scholarship sponsorship.

Exhibit 7: IU CIBER

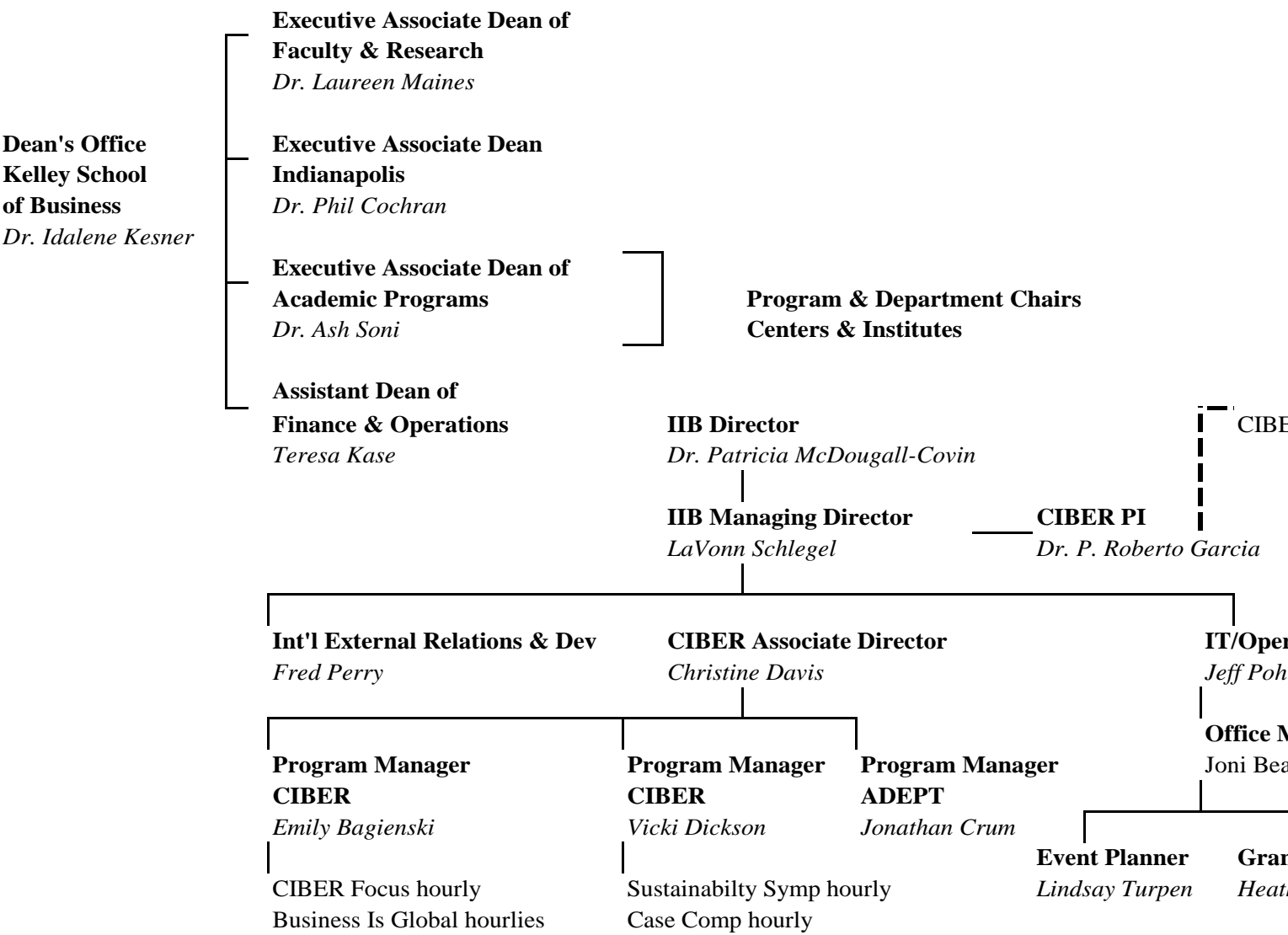


Exhibit 8: Activity/Program Detail Sheet by Goals, Mandates, and Priorities

Program/Activity	Grant Years				Program Responsibility	Partners
	1	2	3	4		
Development, Training, and Research in International Business						
Internship Program: INTERNnet	X	X	X	X	Davis Event Coord.	INTERNnet
Internship Program:	X	X	X	X	Garcia	Coca-Cola, Prologis, Ooredoo
Internship Program: KSB Distinguished Partners Internships	X	X	X	X	Garcia	Eli Lilly, ArcelorMittal USA, Whirlpool, 3M, Deloitte, EY, PricewaterhouseCoopers, KPMG, Target, Altria, Procter & Gamble, W. W. Grainger, Cummins, Dick's Sporting Goods, Emerson, Macy's, General Electric, General Mills, BKD, Carlisle Companies
Internship Program: HP LIFE eLearning Center Internships	X	X	X	X	Davis	HP
International Sustainability and Development Symposium	X	X	X	X	Bagienski	Journalism, SPEA, Law, Public Health, Area Studies
International Case Development and Case Competition	X	X	X	X	Garcia Davis Event Coord. Hourly Assist.	IU REEI
Faculty/Staff Development in International Business	X	X	X	X	Garcia Dickson	
MSI Faculty and PhD Student Research Grants	X	X	X	X	Garcia Davis	MSI network
Internationalizing Doctoral Education in Business	X	X	X	X	Garcia Davis	CIBER Network
Scholarships for Short-Term Study Abroad Opportunities	X	X	X	X	Bagienski	
Innovation in International Business Education Fund	X	X	X	X	Schlegel Davis	
Student International Experience with IB Professionals and KLLC	X	X	X	X	Bagienski	IU area studies

Outreach						
Community College and MSI Collaboration: Globalizing Minority-Serving Institutions Program	X	X	X	X	Dickson	CIBER network
Community College and MSI Collaboration: Governors State University Partnership	X	X	X	X	Dickson	Governors State University, IU EURO
Community College and MSI Collaboration: Internationalizing the Ivy Tech State-Wide System	X	X	X	X	Dickson	IU Center for Global Change, Ivy Tech, IU EURO
Community College and MSI Collaboration: Martin University	X	X	X	X	Dickson	Martin University, IU Area Studies
Community College and MSI Collaboration: Palo Alto College/Alamo Colleges	X	X	X	X	Dickson	Palo Alto Community College, IU Center for Global Change, IU Center for Latin American & Caribbean Studies,
Community College and MSI Collaboration: Institute for Curriculum and Campus Internationalization	X	X	X	X	Dickson	IU Center for Global Change, IU Area Studies
Community College and MSI Collaboration: HP Life	X	X	X	X	Schlegel	HP, National Association for Community College Entrepreneurship
Indiana State Internationalization Plan	X	X	X	X	Garcia Dickson	IU Title VI centers, Indiana Department of Education, Ivy Tech Community College
Employer Survey Report	X				Garcia Davis	Indiana businesses, Indiana Business Research Center
Joint IU CIBER-IBRC Indiana International Business Research		X	X	X	Garcia Davis	Indiana Business Research Center
"Doing Business in and with..." Workshop Series	X	X	X	X	Bagienski Dickson	Indiana professional, business, & government organizations, IU area studies
CIBER Focus Interview Series	X	X	X	X	Bagienski	IU area studies
National District Export Council	X	X	X	X	Davis	CIBER Network
Business Horizons		X		X	McDougall	Business Horizons

Language and Area Studies Training and Learning						
Business is Global Summer High School Program	X	X	X	X	Bagiensi	Chinese, Swahili and Turkish Flagships
Language and Culture Modules	X	X	X	X	Bagiensi	Inner Asian and Uralic National Resource Center, IU EURO, African Studies Program
Business in Language Courses	X	X	X	X	Bagiensi	Inner Asian and Uralic National Resource Center
CIBER Business Language Conference and Research and Teaching Grants	X	X	X	X	Bagiensi	CIBER Network, IU area studies
Business Language Case Competition	X	X	X	X	Bagiensi	Chinese Flagship
MBA Language Tutoring	X	X	X	X	Bagiensi	IU area studies centers and language programs
National Council of Less Commonly Taught Languages	X	X	X	X	Bagiensi	National African Language Resource Center

Goals, Mandates, and Priorities Key

IU CIBER Goals	
1.	Promote international experiences, dialogue, and interactions for IU and US business faculty at other schools to support knowledge-creation and practical development of the next generation of sustainable global business.
2.	Prepare business students to succeed in a non-US-centric global marketplace, by building international competence: the knowledge and skills to understand, adapt, interact, and negotiate with diverse countries and cultures.
3.	Challenge faculty, students, and business practitioners to develop an international perspective on how the global marketplace is changing and how US businesses might reclaim competitive leadership through development of sustainable global business models.
4.	Create experiential learning opportunities for all constituencies to increase hands-on knowledge and strengthen the core competencies needed to compete internationally.
5.	Conceive sustainable, accessible tools and resources for all constituencies to build networks and improve their competence within the global marketplace.
6.	Contribute to a national research program that identifies the knowledge, skills, and attitudes needed to foster development of sustainable global business.
TITLE VI Mandates	
1.	Be national resources for teaching of improved business techniques, strategies, and methodologies;
2.	Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners;

3.	Provide research and training in the international aspects of trade, commerce, and other fields of study;
4.	Provide training to students enrolled in the institution, or combination of institutions in which a center is located;
5.	Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses;
6.	Serve other faculty, students and institutions of higher education located with their region.
Mandatory Activities	
1.	Interdisciplinary programs which incorporate foreign language and international studies training into business, finance, management, communications systems, and other professional curricula
2.	Interdisciplinary programs which provide business, finance, management, communications systems, and other professional training for foreign language and international studies faculty and degree candidates
3.	Programs, such as intensive language programs, available to members of the business community and other professionals, which are designed to develop or enhance their international skills, awareness, and expertise;
4.	Collaborative programs, activities, or research involving other institutions of higher education, local educational agencies, professional associations, businesses, firms or combinations thereof, to promote the development of international skills, awareness, and expertise among current and prospective members of the business community and other professionals;
5.	Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula;
6.	Research designed to promote the international competitiveness of American businesses and firms, including those not currently active in international trade.
Program Priorities	
Competitive Preference Priority 1 (C1): Applications that propose to collaborate with one or more professional associations and/or businesses on activities designed to expand employment opportunities for international business students, such as internships and work-study opportunities.	
Competitive Preference Priority 2 (C2): Applications that propose significant and sustained collaborative activities with one or more Minority Serving institutions and/or with one or more community colleges. These activities must be designed to incorporate international, intercultural, or global dimensions into the business curriculum of the MSI(s) and/or community college(s).	
Invitational Preference Priority 1 (I1): Applications that propose collaborative activities and partnerships with institutions in Sub-Saharan Africa, South Asia, and Southeast Asia.	
Invitational Preference Priority 2 (I2): Applications that propose programs or activities focused on language instruction and/or performance testing and assessment to strengthen the preparation of international business professionals.	

Activity/Program Detail Sheet by Goals, Mandates, and Priorities

Program/Activity	IU CIBER Goal						Mandates						Mandatory Activities						Priorities			
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	C1	C2	I1	I2
Development, Training, and Research in International Business																						
Internship Program: INTERNnet		X	X	X			X		X	X	X	X				X			X		X	
Internship Program: Coca-Cola, Ooredoo, Prologis Internships		X	X	X			X		X	X	X	X				X			X		X	
Internship Program: KSB Distinguished Partners Internships		X	X	X			X		X	X	X	X				X			X		X	
Internship Program: HP LIFE eLearning Center Internships		X	X	X			X		X	X	X	X				X			X		X	
International Sustainability and Development Symposium	X	X	X	X	X	X	X		X	X		X	X	X		X	X				X	
International Case Development and Case Competition	X	X	X	X	X		X		X	X		X	X			X	X			X	X	
Faculty/Staff Development in International Business	X		X	X		X	X					X	X			X	X			X	X	
MSI Faculty and PhD Student Research Grants	X	X	X			X	X		X		X	X				X	X	X		X		
Internationalizing Doctoral Education in Business	X	X	X	X		X	X		X	X	X	X	X			X	X	X		X		
Scholarships for Short-Term Study Abroad Opportunities		X	X	X				X		X			X								X	
Innovation in International Business Education Fund	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	
Student International Experience with IB Professionals and KLLC		X	X							X			X									
Research Center for Chinese Politics and Business Collaboration	X		X			X	X		X	X	X	X	X			X	X				X	
Outreach																						
Community College and MSI Collaboration: Globalizing Minority-Serving Institutions Program	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X			X	X	

Program/Activity	IU CIBER Goal						Mandates						Mandatory Activities						Priorities			
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	C1	C2	I1	I2
Community College and MSI Collaboration: GSU Partnership	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X			X	X	
Community College and MSI Collaboration: Internationalizing the Ivy Tech State-Wide System	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X			X	X	
Community College and MSI Collaboration: Martin University	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X			X	X	
Community College and MSI Collaboration: Palo Alto Colleges/Alamo Colleges	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X			X	X	
Community College and MSI Collaboration: Institute for Curriculum and Campus Internationalization	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X			X	X	
Community College and MSI Collaboration: HP LIFE	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X			X	X	
Indiana State Internationalization Plan	X	X	X	X	X	X	X					X	X	X		X	X	X				
Employer Survey Report					X	X					X						X	X				
Joint IU CIBER-IBRC Indiana International Business Research					X	X					X						X	X				
“Doing Business in and with...” Workshop Series				X	X			X	X		X				X	X					X	
CIBER Focus Interview Series	X	X	X		X		X		X	X	X	X			X							
National District Export Council			X								X				X	X						
Business Horizons			X		X	X			X		X	X			X	X	X	X				
Language and Area Studies Training and Learning																						
Business is Global Summer High School Program		X	X	X			X	X	X				X	X								X
Language and Culture Modules		X	X		X		X	X	X	X		X	X									X
Business in Language Courses	X		X		X		X	X		X		X		X								X
CIBER Business Language Conference and Research and Teaching Grants	X		X		X		X	X		X		X		X								X
Business Language Case Competition			X					X		X		X	X	X								X

Program/Activity	IU CIBER Goal						Mandates						Mandatory Activities						Priorities			
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	C1	C2	I1	I2
MBA Language Tutoring			X					X		X		X	X	X								X
National Council of Less Commonly Taught Languages			X					X														

Exhibit 9: IU CIBER Activity/Program Timeline

Activity/Program	Year(s)	Month											
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
DEVELOPMENT, TRAINING AND RESERCH IN INTERNATIONAL BUSINESS													
Internship Program: INTERNnet	Yrs 1-4	Project planning. Develop & distribute materials for schools & companies w/ INTERNnet. Finalize agreement details with partner companies.				Internship program workshop			Export Bootcamp Workshop for employers & interns	Internships take place.			Evaluate, debrief, plan for year 2.
Internship Program: The Coca-Cola Co, Ooredoo, Prologis Internships	Yrs 1-4	Project planning. Finalize details with partner companies.			Intern interviewing and selection.				Internships take place.			Evaluate, debrief, plan for year 2.	
Internship Program: KSB Distinguished Partners	Yrs 1-4	Project planning. Finalize details with partner companies.			Intern interviewing and selection.				Internships take place.			Evaluate, debrief, plan for year 2.	
Internship Program: HP LIFE eLearning Center Internships	Yrs 1-4	Project planning. Finalize details with partner companies.			Intern interviewing and selection.				Internships take place.			Evaluate, debrief, plan for year 2.	
International Sustainability and Development Symposium	Yrs 1-4	Partner planning for 4 yr hosting	Ongoing program planning and delivery, policy brief development training and writing. Project management handled by IU CIBER.							Evaluation and debrief. Dissemination of policy briefs			
International Case Development and Case Competition	Yrs 1-4	Publish call for proposals		Committee proposal review	Case writing and planning for student case competition in April of year 2								
Faculty/Staff Development in International Business	Yrs 1- 4	Partner outreach & faculty selection	Determine appropriate travel opportunity, confirm arrangements, program conducted, evaluation and debrief.								Partner outreach & faculty selection		
MSI Faculty and PhD Student Research Grants	Yrs 1-4	Publish call for proposals		Committee proposal review	Funded research conducted and published.								
Internationalizing	Yrs 1-4	Coordinate with KSB PhD program on brown bag lunch series.										Begin coordination w/	

Activity/Program	Year(s)	Month												
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
DEVELOPMENT, TRAINING AND RESERCH IN INTERNATIONAL BUSINESS														
Doctoral Education in Business												AIB on IDEB in year 2		
Scholarships for Short-Term Study Abroad Opportunities	Yrs 1-4	Coordination with KSB Undergrad & Office of Diversity, application and awarding					Recipients travel, reporting and debrief.							
Innovation in International Bus Education Fund	Yrs 1-4	Ongoing communication with KSB Program Chairs and partner network												
Student International Experience with IB Professionals and KLLC	Yrs 1-4	Ongoing communication with area studies, KLLC and MBA student organizations on scheduling activities.												
Research Center for Chinese Politics and Business Collaboration	Yrs 2-4				Planning with RCCPB on years 2 – 4 collaboration									
OUTREACH														
Community College and MSI Collaboration: Globalizing Minority-Serving Institutions Program	Yrs 1-4	Initial planning/strategy meetings with partners		Program planning, execution, and evaluation.										
Community College and MSI Collaboration: GSU Partnership	Yrs 1-4	Ongoing meeting, planning, execution and evaluation.												
Community College and MSI Collaboration: Ivy Tech State-Wide System	Yrs 1-4	Ongoing meeting, planning, execution and evaluation.												

Activity/Program	Year(s)	Month											
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
DEVELOPMENT, TRAINING AND RESERCH IN INTERNATIONAL BUSINESS													
Community College and MSI Collaboration: Martin University	Yrs 1-4	Ongoing meeting, planning, execution and evaluation.											
Community College and MSI Collaboration: Palo Alto College	Yrs 1-4	Ongoing meeting, planning, execution and evaluation.											
Community College and MSI Collaboration: Institute for Curriculum and Campus Int'l	Yrs 1-4	Ongoing meeting, planning, execution and evaluation.											
Community College and MSI Collaboration: HP LIFE	Yrs 1-4	Ongoing meeting, planning, execution and evaluation.											
Indiana State Internationalization Plan	Yrs 1-4	Ongoing meeting, planning, programming.											
Employer Survey Report	Yr 1	Development of survey instrument with IBRC			Data Collection			Follow-Up Interviews			Analysis and report preparation by IBRC		Publish Report
Joint IU CIBER-IBRC Indiana International Business Research	Yrs 2-4	Planning, research, data analysis and report preparation by IBRC.											Publish report
“Doing Business in and with...” Workshop Series	Yrs 1-4	Planning, logistical coordination, promotion, registration.											Host workshop
CIBER Focus Interview Series	Yrs 1-4	Ongoing interviewee identification, interview preparation, filming, editing and distribution (2 to 3 interviews each month during academic year)											
National District Export Council	Yrs 1-4	Confirm arrangements with CIBER lead and NDEC											Conference

Activity/Program	Year(s)	Month											
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
DEVELOPMENT, TRAINING AND RESERCH IN INTERNATIONAL BUSINESS													
Business Horizons	Yrs 2, 4	Identify issue topic		Publish CFP	Articles for issue selected, edited and prepared for publication					Issue published			
LANGUAGE AND AREA STUDIES TRAINING AND LEARNING													
Business is Global Summer High School Program	Yrs 1-4	Coordination with flagship partners, advertising, high school outreach, logistics planning. Application deadline, selection and admission.							Planning and pre-arrival communication		Program	Evaluation & debrief	
Language and Culture Modules	Yrs 1-4	Coordination with partners, faculty/grad student selection, material development, distribution, evaluation, process improvement.											
Business in Language Courses	Yrs 1-4	Coordination with partners, faculty/grad student selection, material development, distribution, evaluation, process improvement.											
CIBER Business Language Conference and Research and Teaching Grants	Yrs 1-4	Confirm arrangements with CIBERs on hosting. Planning and promotion. Conference held. Evaluation and debrief.											
Business Language Case Competition	Yrs 1- 4	Team selection & prep	Competition	Debrief									
MBA Language Tutoring	Yrs 1-4	Conduct tutoring and evaluate.										Solicit tutors, advertise program	
National Council of Less Commonly Taught Languages	Yrs 1-4				Coordination with partners			Conference					

Business is Global

Two-week high school program introducing students to international business, three less commonly taught languages, and culture.







137 Discussions 44 To-dos 34 Files 3 Text documents Events

Latest project updates

- Jun 20** Sara R. changed a to-do from 'Get names and copy of photo ID from all volunteers not background checked. [20%]' to 'Get names and copy of photo ID from all volunteers not background checked.': Get names and copy of photo ID from all volunteers not background c...
- Jun 20** Emily B. changed the due date for a to-do to Jun 26, 2014: Closing slideshow
- Jun 20** Emily B. completed a to-do: Get names and copy of photo ID from all volunteers not background c...

[See all updates](#)

Discussions

- | | | | | |
|---|--------------|---|--------|-------------------|
|  | Joni B. | <u>Confirm payment on POs for Culture night</u> - Meeting Space - Internal Billing from DeVault Alumni Center | Jun 20 | 1 |
|  | Lindsay T. | <u>Arrange Brazilian cultural demonstration [30%]</u> - Valeria cancelled her scheduled presentation this | Jun 18 | 2 |
|  | Emily B. | <u>Set students up in GlobeSmart</u> - All students have created their accounts. Verified at check-in.  | Jun 16 | 4 |
|  | Christine D. | <u>Determine airport pick up procedures</u> - No airport arrivals this year. One departure. Christine will bring | Jun 15 | 2 |
|  | Emily B. | <u>Judging Criteria</u> - Create a scoring system/judging criteria for final presentations. Give to students, Dawn | Jun 13 | 1 |

- ☐ Confirm payment on PO for Opening event [1 comment](#) [Joni Beatrice · Tue, Jul 15](#)

Culture Night

- ☐ Plan Culture Night [80%] [8 comments](#) [Lindsay Turpen · Fri, Jun 6](#)
- ☐ Confirm payment on POs for Culture night [1 comment](#) [Joni Beatrice · Sun, Jul 20](#)
- ☐ Photo booth for Culture Night [15%] [1 comment](#) [Lindsay Turpen · Fri, May 30](#)
- ☐ Arrange Brazilian cultural demonstration [30%] [2 comments](#) [Lindsay Turpen · Fri, Jun 13](#)
- ☐ Arrange MENA cultural demonstrations [40%] [Lindsay Turpen · Fri, Jun 13](#)
- ☐ Arrange Swahili cultural demonstration [10%] [Lindsay Turpen · Fri, Jun 13](#)
- ☐ Pick-up pipe and drape from FOS [Joni Beatrice · Fri, Jun 20](#)
- ☐ Arrange props for photo booth [Lindsay Turpen · Wed, Jun 18](#)
- ☐ Speak with Kellie Kuratko re: day-of procedures/information [Lindsay Turpen · Fri, Jun 13](#)
- ☐ Determine day-of schedule [Lindsay Turpen · Tue, Jun 17](#)
- ☐ Determine materials/supplies [Lindsay Turpen · Tue, Jun 17](#)

Misc. Events

- ☐ Lunch for Judges - Final Presentations [1 comment](#) [Lindsay Turpen · Fri, May 30](#)
- ☐ Process PO for lunch for judges [Joni Beatrice · Fri, Jun 13](#)
- ☐ Confirm payment on PO - Lunch for Judges [Joni Beatrice · Mon, Jun 30](#)

Closing/Awards Ceremony

- ☐ Plan Closing/Awards ceremony [70%] [6 comments](#) [Lindsay Turpen · Thu, Jun 12](#)
- ☐ Confirm payment on PO for Closing/Award ceremony [1 comment](#) [Joni Beatrice · Mon, Jul 28](#)
- ☐ Determine needed materials/supplies [Lindsay Turpen · Tue, Jun 24](#)
- ☐ Determine day-of logistics [Lindsay Turpen · Tue, Jun 24](#)
- ☐ Determine check-in/check-out procedures with venue [Lindsay Turpen · Mon, Jun 23](#)
- ☐ Determine AV/technology needs [Lindsay Turpen · Tue, Jun 10](#)
- ☐ Submit final headcount to caterer (one week prior) [0%] [Lindsay Turpen · Fri, Jun 20](#)

Follow On

- ☐ 2014 six month survey [Emily Bagienski · Mon, Jan 5, 2015](#)
- ☐ 2013 one year survey [Emily Bagienski · Mon, Jul 28](#)
- ☐ 2014 one year survey [Emily Bagienski · Mon, Jun 29, 2015](#)

- ☐ Share student contacts ([1 comment](#)) (Emily Bagienski · Mon, Jun 30)
- ☐ BIG application review for 2015 - Do we want to include question about enrolling at IU in ACP courses? Scholarship application process review. Acceptance confirmation process

Administrative







- ☐ Determine appropriate recognition on program materials ([1 comment](#)) (Emily Bagienski · Mon, Aug 25)
- ☐ Go over budget ([4 comments](#)) (Emily Bagienski · Wed, Jul 2)
- ☐ Request room rates ([1 comment](#)) (Emily Bagienski · Wed, Oct 1)
- ☐ Advertise BIG 2015 at IFLTA conference ([1 comment](#)) (Emily Bagienski · Wed, Nov 5)
- ☐ Advertise BIG at 2015 World Language Festival ([1 comment](#)) (Emily Bagienski · Fri, Mar 20, 2015)
- ☐ Update BIG web site ([1 comment](#)) (Emily Bagienski · Sun, Jun 29)
- ☐ Update BIG web site ([1 comment](#)) (Emily Bagienski · Fri, Oct 3)
- ☐ Thank You Notes ([1 comment](#)) (Emily Bagienski · Mon, Aug 18)
- ☐ Thank you notes to nominating instructors ([1 comment](#)) (Emily Bagienski · Mon, Aug 18)
- ☐ Closing slideshow ([1 comment](#)) (Emily Bagienski · Thu, Jun 26)
- ☐ Print participation awards. (Emily Bagienski · Thu, Jun 26)
- ☐ Complete RPS checkout roster ([1 comment](#)) (Emily Bagienski · Mon, Jun 30)
- ☐ Reserve computers for lounges ([4 comments](#)) (Jeff Pohlen)
- ☐ Computer Lab and Print access [90%] ([3 comments](#)) (Jeff Pohlen · Mon, May 12)
- ☐ Bring BIG team mentors together for briefing ([2 comments](#)) (Emily Bagienski · Sun, Jun 22)
- ☐ Daily Evaluations [90%] ([2 comments](#)) (Jeff Pohlen · Fri, Jun 13)

Business Sessions

- ☐ Print winning team certificates ([1 comment](#)) (Emily Bagienski · Thu, Jun 26)

149 completed to-dos across 12 to-do lists

Completed lists: Application Process, Culture Sessions, Extracurricular, Language Sessions, Resident Assistants

 <p>2014 IMU Room Checkin-Checkout Procedures.pdf Added by Lindsay T. on Jun 13 · 93 KB</p> <p>1 comment</p>	 <p>OneWorld - Culture Night - Kelley 6.20 Accepted Proposal.pdf Added by Lindsay T. on Jun 12 · 132 KB</p> <p>1 comment</p>	 <p>Closing Ceremony - CG0036 - Notification of Event Summary_2014-02-04-11_56_30 (2).pdf Added by Lindsay T. on Jun 7 · 251 KB</p> <p>6 comments</p>
 <p>OneWorld - Closing Ceremony - Kelley 6.27 Accepted Proposal.pdf Added by Lindsay T. on Jun 7 · 132 KB</p> <p>6 comments</p>	 <p>OneWorld - Closing Ceremony - Kelley 6.27 Accepted Proposal.pdf Added by Lindsay T. on Jun 7 · 132 KB</p> <p>1 comment</p>	 <p>Signed BEO - IMU Catering - BIG Opening Orientation.pdf Added by Lindsay T. on Jun 5 · 403 KB</p> <p>1 comment</p>

28 more files

Text Documents

<p>2013 Presenter Details</p> <p>Business You can find Kelley faculty profiles here: http://kelley.iu.edu/facultyglobal/directory/directory.cfm I highlighted the one session I think that you should still include in addition to the four topics being covered in the new curriculum format.</p> <p>Saved by Sara Reeves on Mar 3</p> <p>2 comments</p>	<p>FAQ</p> <p>FAQ</p> <p>Institute for International Business & Use of Basecamp Project Management software</p> <p>1. Why does IIB choose to use Basecamp for their collaboration efforts on a project?</p> <p>· Basecamp allows the ability to manage projects with both internal (IU and</p> <p>Saved by Jeff Pohlen on Feb 5</p>	<p>Possible Resources</p> <p>http://readarabic.nflc.org/?lang_id=1&lev_id=2&page=1 http://dew4.doe.state.in.us/SCHLSTATS/labels.html</p> <p>Saved by Sara Reeves on Feb 4</p>
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Business is Global

Completed to-dos

June 20 Yesterday	Administrative ✓ Get names and copy of photo ID from all volunteers not background checked.
June 19 Thursday	Administrative ✓ Judging Criteria
June 18 Wednesday	Culture Night ✓ Final headcount to caterer Closing/Awards Ceremony ✓ Check allergies/dietary restrictions
June 17 Tuesday	Administrative ✓ Reserve camera and tripod for final presentations
June 16 Monday	Culture Sessions ✓ Set students up in GlobeSmart
June 15 Sunday	Administrative ✓ Post-program survey ✓ Pre-program survey ✓ Determine airport pick up procedures
June 14	Administrative ✓ Decorate dorm
June 13	Opening Orientation ✓ Determine event day schedule ✓ Determine needed materials/supplies ✓ Determine Check in/check out procedures (keys, etc.) Culture Night ✓ Determine needs for henna/mehndi supplies Misc. Events ✓ Reserve space for Samba demonstration ✓ Order snacks for Movie Night Administrative ✓ Nametags and lanyards for all program staff and students

Exhibit 11: Kelley School of Business Degree Programs and International Study Opportunities

Degree Program	Undergraduate	Full-Time MBA	Specialized Masters	Online Degree Programs	Doctoral
Degree Type(s)	<ul style="list-style-type: none"> BS in Business 	<ul style="list-style-type: none"> MBA MBA/JD MBA/MA Central European Studies MBA/MA East Asian Languages & Cultures MBA/MA Latin American & Caribbean Studies MBA/MA Russian & East European Languages and Cultures MBA/MA West European Studies MBA/MA in Telecommunications 	<ul style="list-style-type: none"> MBA Accounting MS Accounting MS Information Systems 	<ul style="list-style-type: none"> MBA MS Business Analytics MS Finance MS Global Supply Chain Management MS Marketing MBA/MS Business Analytics MBA/MS Finance MBA/MS Global Supply Chain Management MBA/MS Marketing MBA/MS Strategic Management 	<ul style="list-style-type: none"> PhD
International Minors & Certificate Options	Minors available in any language or area studies field offered at IU	Certificate options: <ul style="list-style-type: none"> Global Business Achievement Social Entrepreneurship 	Option to take MBA elective courses in international business		Minors available in any language or area studies field offered at IU
Study Abroad Options	<ul style="list-style-type: none"> Any of IU's 250 study abroad programs in 17 languages in 52 countries Any of KSB's 22 study abroad programs 7 short-term global business immersion options Institute for Social Impact Summer International Internships Kelley in Oxford summer program Business in a "Flat" World Doing Business in China Sales for Social Impact: Nicaragua 	<ul style="list-style-type: none"> Emerging Markets Experience Global Business and Social Enterprise short-term projects in Ghana, Guatemala, India Doing business in short-term summer opportunities 23 partner schools for semester study abroad 	<ul style="list-style-type: none"> International opportunities as part of field consulting 	<ul style="list-style-type: none"> Accelerating Global Immersion Leadership Education (AGILE) in South Africa, Botswana, Brazil, India, Myanmar, Palestine, and China 	<ul style="list-style-type: none"> Research Travel

Exhibit 12: IU CIBER Activities by Mandate and Invitational Priority

MANDATES I – III		
(I) Be national resources for teaching of improved business techniques, strategies, and methodologies	(II) Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners	(III) Provide research and training in the international aspects of trade, commerce, and other fields of study
<p>Business in Language Courses</p> <p>Business is Global Summer High School Program</p> <p>CIBER Business Language Conference and Research and Teaching Grants</p> <p>CIBER Focus Interview Series</p> <p>Community College and MSI Collaboration</p> <p>Faculty/Staff Development in International Business</p> <p>Indiana State Internationalization Plan</p> <p>Innovation in International Business Education Fund</p> <p>International Sustainability and Development Symposium</p> <p>Internship Program</p> <p>Internationalizing Doctoral Education in Business</p> <p>International Case Development and Competition</p> <p>Language and Culture Modules</p> <p>MSI Faculty and PhD Student Research Grants</p>	<p>Business in Language Courses</p> <p>Business is Global Summer High School Program</p> <p>Business Language Case Competition</p> <p>CIBER Business Language Conference and Research and Training Grants</p> <p>Community College and MSI Consortia</p> <p>“Doing Business in and with” Workshop Series</p> <p>Innovation in International Business Education Fund</p> <p>Language and Culture Modules</p> <p>MBA Language Tutoring</p> <p>National Council of Less Commonly Taught Languages (NCOLCTL)</p> <p>RCCPB Collaboration</p> <p>Scholarships for Short-Term Study Abroad Opportunities</p>	<p>Business Horizons</p> <p>Business is Global Summer High School Program</p> <p>CIBER Focus Interview Series</p> <p>Community College and MSI Collaboration</p> <p>“Doing Business in and with” Workshop Series</p> <p>Innovation in International Business Education Fund</p> <p>International Case Development and Competition</p> <p>Internationalizing Doctoral Education in Business</p> <p>International Sustainability and Development Symposium</p> <p>Internship Program</p> <p>Language and Culture Modules</p> <p>MSI Faculty and PhD Student Research Grants</p>

MANDATES IV – VI		
(IV) Provide training to students enrolled in the institution, or combination of institutions in which a center is located	(V) Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses	(VI) Serve other faculty, students and institutions of higher education located with their region
Business in Language Courses Business Language Case Competition CIBER Business Language Conference and Research and Teaching Grants CIBER Focus Interview Series Innovation in International Business Education Fund International Case Development and Case Competition International Sustainability and Development Symposium Internationalizing Doctoral Education in Business Internship Program Language and Culture Modules MBA Language Tutoring Scholarships for Short-Term Study Abroad Opportunities Student International Experience with IB Professionals and KLLC	Business Horizons CIBER Focus Interview Series Community College and MSI Collaboration “Doing Business in and with...” Workshop Series Employer Survey Report Innovation in International Business Education Fund Internationalizing Doctoral Education in Business Internship Program Joint IU CIBER-IBRC Indiana International Business Research MSI Faculty and PhD Student Research Grants National District Export Council	Business Horizons Business in Language Courses Business Language Case Competition CIBER Business Language Conference and Research and Teaching Grants CIBER Focus Interview Series Community College and MSI Collaboration Faculty/Staff Development in International Business Indiana State Internationalization Plan Innovation in International Business Education Fund International Case Development and Case Competition International Sustainability and Development Symposium Internationalizing Doctoral Education in Business Internship Program Language and Culture Modules MBA Language Tutoring MSI Faculty and PhD Student Research Grants

COMPETITIVE PREFERENCE PRIORITIES	
1. Collaboration with a professional association or business	2. Collaboration with Minority-Serving Institutions (MSIs) or community colleges.
<p>Indiana State Internationalization Plan</p> <p>Internship program</p> <ul style="list-style-type: none"> • INTERNnet • The Coca-Cola Company, Ooredoo, Prologis Internships • KSB Distinguished Partners Internships • HP LIFE eLearning Center Internships <p>National District Export Council</p>	<p>Community College and MSI Consortia</p> <ul style="list-style-type: none"> • Globalizing Minority-Serving Institutions Program • Governors State University Partnership • Internationalizing the Ivy Tech State-Wide System • Martin University • Palo Alto College/Alamo Colleges • Institute for Curriculum and Campus Internationalization • HP LIFE <p>Faculty/Staff Development in International Business</p> <p>International Case Development and Case Competition</p> <p>Internationalizing Doctoral Education in Business</p> <p>MSI Faculty and PhD Student Research Grants</p>

INVITATIONAL PREFERENCE PRIORITIES	
Collaborative activities and partnerships with institutions in Sub-Saharan Africa, South Asia, or Southeast Asia.	Programs or activities focused on language instruction and/or performance testing and assessment to strengthen the preparation of international business professionals.
<p>Community College and MSI Collaboration</p> <p>“Doing Business in and with...” Workshop Series</p> <p>Faculty/Staff Development in International Business</p> <p>International Case Development and Case Competition</p> <p>International Sustainability and Development Symposium</p> <p>Internship Program</p> <p>Scholarships for Short-Term Study Abroad Opportunities</p>	<p>Business in Language Courses</p> <p>Business is Global Summer High School Program</p> <p>Business Language Case Competition</p> <p>CIBER Business Language Conference and Research and Teaching Grants</p> <p>Language and Culture Module</p> <p>MBA Language Tutoring</p>

Appendix 4: Critical Project Personnel

Steve Akard

Vice President & General Counsel, Indiana Economic Development Corporation

B.A. Indiana University-Purdue University at Indianapolis, 1986

M.B.A. Indiana University, 1989

J.D. Indiana University, 1989

Steve Akard oversees Indiana's overseas economic development offices and works to attract international investors to the state as vice president and general counsel for the Indiana Economic Development Corporation (IEDC). Previously, he served as a career foreign service officer with the U.S. Department of State, holding positions as a special assistant to Secretary of State Colin Powell; political officer at the U.S. Embassy in Brussels, Belgium; and as a consular officer at the U.S. Consulate General in Mumbai. A native of Indianapolis, Mr. Akard has practiced law in Indianapolis and been an instructor at the Indiana University School of Law in Bloomington. Mr. Akard currently serves on the IU CIBER Advisory Board.

Jonlee Andrews

Chairperson, Full-Time MBA Program

Clinical Professor of Marketing

Nestlé Faculty Fellow

Director of the Center for Brand Leadership

Ph.D. University of Wisconsin

M.B.A. University of Iowa

B.S. Iowa State University

Jonlee Andrews' research focuses on brand management, retail management, CGP marketing, managerial decision making, and creativity. Her publications have appeared in the *Journal of the Academy of Marketing Science*, *Harvard Business Review*, and *Journal of Marketing Research*. Her teaching has been widely recognized with numerous MBA Teaching Excellence Awards and IU Trustees Teaching Awards and was recognized by *Business Weeks's Guide to Best Business Schools* with a 4-star rating. Dr. Andrews previously taught at the Weatherhead School of Management at Case Western Reserve, University of Wisconsin – Madison, and Loras College.

Brian Armstrong

Partner, Point B Capital

B.S. University of Notre Dame

M.B.A. Indiana University

Prior to joining Point B Capital, where he is a partner, Brian Armstrong served as chief financial officer and senior vice president of corporate performance management at RB Capital, Inc., a Colorado-based hospitality company. During his tenure at RB, he completed a \$270-million mergers and acquisitions transaction and improved the company's bottom line by \$10 million. He began his career with Deloitte Touche Tohmatsu in the Assurance Group in Chicago. Later, with their Emerging Markets Group, he worked to restructure companies in Central Europe and Russia after the area's economic collapse. Mr. Armstrong currently serves on the IU CIBER Advisory Board.

Goker Aydin

Associate Professor

ArcelorMittal USA Undergraduate Faculty Fellow

Ph.D. Stanford University, 2003

M.S. Purdue University, 1999

B.S. Bogazici University, 1997

Goker Aydin's professional interests focus on supply chain management, revenue management, retail operations, and interactions among pricing, product variety and operations decisions. He currently has articles accepted for publication in *Management Science*, *Annals of Operations Research*, and *European Journal of Operational Research*. Goker has also published articles in *Production and Operations Management*, *Manufacturing and Service Operations Management*, *Operations Research*, and *IIE Transactions*. He has received meritorious service awards from Management Science and Management & Systems Operations Management. Dr. Aydin is serving as faculty leader for the Kelley MBA GLOBASE Guatemala experiential consulting course and as a Business Is Global faculty member.

Joseph Battat

Senior Consultant, World Bank Group

Ph.D. Massachusetts Institute of Technology, 1984

M.S. Université de Grenoble, 1968

Joseph Battat has been with the World Bank Group since 1989, currently serving as a senior consultant. He previously served as head of World Bank's Foreign Investment Advisory Services (now the Investment Climate Advisory Services), advising governments worldwide on improving their country's investment climate to benefit social and economic development. He chairs the board of trustees of the not-for-profit Institute of Current World Affairs and, until January 2011, was a director on the board of China Nature Flooring Inc. From 1982-89, Joe served as a member of the faculty of the IU School of Business where he was founding co-dean of the first MBA program in China (1978-86) and helped establish the International Management Center in Budapest (1987-88). Dr. Battat currently serves on the IU CIBER Advisory Board.

Terry Campbell

Clinical Professor of Accounting

D.B.A. Indiana University, 1979

M.B.A. Southern Illinois University, 1974

B.B.A. Northwood Institute, 1973

Terry Campbell has taught previously at University of Cincinnati, University of Florida, IMD in Lausanne where he was Program Director for the Managing Finance and Control program, as well as International Academy of the Environment IAE (Switzerland), Theseus International Management Institute (France), Graduate School of Management at University of Aix-en-Provence (France), Copenhagen Business School, Pennsylvania State University, INSEAD, and the University of Central Florida. While at Penn State, he was the Director of the Center for Interdisciplinary Research in Information Systems (CIRIS). He has published articles in *Management Science, Accounting, Organizations & Society, Information Resources Management Journal, Journal of Accountancy, Internal Auditor, and Industrial & Commercial Training*, and numerous other publications. He has over 200 presentations and conference proceedings. He is Associate Editor for the *Journal of Information Technology* and for the *Journal of Management Development*. His current research interests continue in the area of decision making under uncertainty. The emphasis is on measuring the unmeasurable with special attention to performance measurement and incentive systems in "learning organizations." Dr. Campbell teaches Global Business Immersion – Accounting as part of the Kelley Undergraduate Global Foundations Core in which he brings students to Switzerland as part of the course.

Yea-Fen Chen

Director, IU Chinese Flagship Center

Ph.D. Indiana University

M.A. Applied Linguistics

B.A. National Taiwan University

Dr. Yea-Fen Chen has been teaching Mandarin Chinese since 1989. She has co-authored the following Chinese language textbooks: *Chaoyue: Advancing in Chinese: A Textbook for Intermediate to Preadvanced Students*, *Integrated Chinese Level 1*, *Crossing Paths: Living and Learning in China*, and *Shifting Tides: Culture in Contemporary in China*. Dr. Chen also co-edited the following two books: *Reflecting upon the Future of Chinese Language Pedagogy* and *Perspectives on Chinese Language and Culture*. Before joining IU, Dr. Chen was the coordinator of the Chinese Program and the Asian Studies Certificate Program at the University of Wisconsin-Milwaukee. She is the current executive director of the Chinese Language Teachers Association (US) and has been an AP Chinese Course and Exam consultant for the College Board since 2006. Dr. Chen served as the executive director of the Calligraphy Education Group Advisory Board from 2004 to 2008 and is a certified ACTFL OPI tester. In addition to Chinese language courses, she offers courses on Business Chinese, Chinese calligraphy, Chinese film, Chinese culture, foreign language pedagogy, foreign language learning strategies, and studies on heritage language learners. Dr. Chen's research interests include foreign language pedagogy, foreign language learning strategies, second language acquisition, heritage language learners, technology assisted learning/teaching, and distance learning/teaching.

Ellen Foster Curtis, Governors State University

Dean of the College of Business and Public Administration

Professor of Management

D.B.A. Indiana University

M.B.A. Indiana University

B.A. Indiana University

Through her research Dr. Curtis has had frequent interaction with the transportation and high technology sectors of the business community including AT&T and Ford Motor Company. Her research, teaching, and consulting interests include strategic management, negotiation, management development, and the transportation industries. She has authored numerous scholarly articles and conference presentations on a wide range of transportation policy, diversity, business ethics, and labor relations issues. Her work has appeared in scholarly journals including *Journal of Business Ethics*, *Transportation Journal*, *Human Resource Development Review*, *Journal of Health Administration Education*, *Journal of Professional Services Marketing*, and *Transportation Quarterly*. Her co-authored work on the ethical issues surrounding the Challenger disaster has been reprinted in numerous books and journals. Before assuming her current position, Dr. Curtis served as Academic Division Head for the Management Division and Associate Professor of Management at the Pennsylvania State University Great Valley School of Graduate Professional Studies.

Sherry Davis

Director, Corporate Audit Services, Eli Lilly & Company

B.S. Indiana University, 2000

Sherry Davis, a director in corporate audit services for Eli Lilly & Company in Indianapolis, joined the company as a financial consultant with Lilly Research Laboratories (LRL). After her role in LRL, she focused on Lilly's long-term financial strategies in Asia, Africa, Russia, and Latin America in Lilly's Emerging Markets Business Unit. Sherry took a short-term assignment in Johannesburg where she managed financial planning for Lilly's South African and Sub-Saharan affiliate. Prior to joining Lilly, she worked in assurance services with PricewaterhouseCoopers and in the accounting department at Ford Motor Company. During her final semester at IU, she studied at Aalto University in Finland. Ms. Davis serves on the Diversity Task Force of the Indiana CPA Society and on Lilly's Howard University recruiting team as well as the CIBER Advisory Board.

Curtis A. Ferguson

President, Middle East & North Africa Business Unit, The Coca-Cola Company

B.S. Indiana University

As president of the Middle East and North Africa Business Unit for Coca-Cola, Curt Ferguson is responsible for the company's business in 40 countries. In addition, Mr. Ferguson is vice chairman of the U.S.-Egypt Business Council, vice president of the American Chamber of Commerce in Egypt, and serves on the boards of the North African Bottling Company in Morocco and the Fruitful Bottling Company in Algeria. He started his career with Coca-Cola USA in Atlanta in 1983. By 1988, he held positions for the company in Thailand, Indonesia, Singapore, Malaysia, Cambodia, Nepal, Sri Lanka, and Vietnam. In 2000, while managing director of The Coca-Cola Bottling Company of Egypt, Ferguson also served as chair on the boards of the Community Services Association, Cairo American College, the Bilateral Fulbright Commission, and as vice president of the American Chamber of Commerce in Egypt. In 2002, under Ferguson, Coca-Cola Egypt received the U.S. State Department Award for Corporate Citizenship. Mr. Ferguson went through the Executive Development Program at Stanford University and the Executive Management Program at both Wharton and Emory universities.

Maria Grosz-Ngaté

Associate Director, IU African Studies Program
Adjunct Faculty, Anthropology

Ph.D., Michigan State University, 1986

M.A., Michigan State University, 1980

B.A., University of Washington, 1976

Maria Grosz-Ngaté is the Associate Director of the IU African Studies Program. Her research specializes in Islam in West Africa, socio-cultural transformation, gender, and development. Her teaching includes the courses Development and Globalization in Africa; Interdisciplinary Methods in African Studies; History, Culture, and Politics of West Africa; and West Africa Today. She currently serves as Associate Editor of *Africa Today*. From 2006 to 2009, she served as President of the West African Research Association. Maria's overseas experience has taken place in Mali, Senegal, Central African Republic, Tanzania, Gambia, France, and Germany. Her select recent publications include *Africa, 4th Edition* (2014), *The Qadiri Community of Buh Kunta (Senegal)*, "Maliens" and "Bamana", contributions to the *Worldmark Encyclopedia of Cultures and Daily Life*, vol. 1, and Du terrain au texte: réflexions anthropologiques sur Voyages et découvertes en Afrique septentrionale et centrale de Heinrich Barth which appears in *Heinrich Barth et l'Afrique*.

Timothy Helwig

Director, IU Institute for European Studies
Associate Professor of Political Science

Ph.D., University of Minnesota, 2004

M.A., American University, 1997

B.A., St. Cloud State University, 1995

Tim Helwig is the Director of the IU Institute for European Studies. His research specializes on economic globalization, voting behavior, political parties, and the welfare state. His teaching includes the courses West European Politics, Comparative Political Economy, The Politics of Economic Crisis, and Politics in Advanced Industrial Democracies. Tim has been recognized with a National Science Foundation Grant, a British Politics Group James B. Christoph Award, and the American Political Science Association Lawrence Longley Award. His recent publications include Balancing demands: The world economy and the composition of policy preferences, in *The Journal of Politics*; Information effects and mass support for EU policy control, in *European Union Politics*; Constructing accountability: Party position-taking and economic voting, in *Comparative Political Studies*; Public opinion, party messages, and responsibility for the financial crisis in Britain, in *Electoral Studies*; Who's to blame? The distribution of responsibility in developing democracies, in *British Journal of Political Science*; and Centripetal and centrifugal incentives under different electoral system in *American Journal of Political Science*.

Patrick E. Hopkins

Chairperson, Graduate Accounting Programs

Professor of Accounting

SungKyunKwan Professor of Business

Ph.D. University of Texas, 1995

M.Acc. University of Florida, 1986

B.S. University of Florida, 1985

Patrick Hopkins serves as the chairperson of the Kelley Graduate Accounting Program. His professional interests include professional judgment, decision making, and human information processing in financial accounting and auditing, and the effects of accounting and auditing in capital markets. He has published in many top accounting journals including *Contemporary Accounting Research*, *The Accounting Review*, *Research in Accounting Regulation*, and *Journal of Accounting and Public Policy*. He is also co-author of the accounting textbook, *Advanced Accounting*, 2nd edition. Dr. Hopkins currently serves as a member of the Financial Accounting Standards Advisory Committee. He has received numerous awards for teaching excellence at Indiana University and was recognized by the American Accounting Association with the Distinguished Contribution to the Accounting Literature Award in 2011.

Feisal Istrabadi

Director, IU Center for the Study of the Middle East

Associate Director, IU Center for Constitutional Democracy

Professor of the Practice of International Law and Diplomacy

SJD, Northwestern University School of Law, 2009

LLM, Northwestern University School of Law, 2005

JD, IU School of Law, 1988

BA, Indiana University, 1986

Feisal Istrabadi's research specializes in the emergence of the rule of law and establishment of legal institutions in transitional processes, focusing on Iraq and the Middle East. His teaching includes courses on Constitutional Design in Multiethnic Societies, Constitutionalism in the Middle East, Democratization in the Middle East, Feminist Readings of Islamic Legal Texts, Law and Development and Transitional Justice in Iraq. Select publications include the forthcoming book, *The Iraqi Supreme Criminal Tribunal: National and International Dimensions*, and article, The limits of legality: Assessing recent international interventions in civil conflicts in the middle east, in the *Maryland Journal of International Law*. Professor Istrabadi is currently a member of the Council on Foreign Relations. He served as Ambassador Extraordinary and Plenipotentiary in the Foreign Ministry of Iraq from 2004-2012, Deputy Permanent Representative of Iraq to the United Nations from 2004 to 2010, Chairman of the Iraqi Mission Security Council Resolutions Committee from 2006 to 2010, and principal legal drafter of the Law of Administration of the State of Iraq for the Transitional Period. Professor Istrabadi also is a current member of the IU CIBER Advisory Board.

Hilary Kahn

Executive Director, IU Center for the Study of Global Change
Senior Lecturer, International Studies

Ph.D., University of Buffalo, 2002

MA, University of Buffalo, 1993

BA, Indiana University, 1990

Hilary Kahn's research focuses on the topics of international education, global studies and research, ethnographic methods, human rights, international service learning, curriculum internationalization, and global learning pedagogies. The courses she teaches at IU include: Anthropology of Religion; Culture and Society; Human Rights and the Arts, Peoples and Cultures of Mexico and Central America; Culture and Service in Jamaica; Field Experience in Anthropology; Ethnographic Filmmaking; Global Dialogues; Issues and Approaches to Global Studies; and Global Connections. Dr. Kahn's recent select publications include the book, *Framing the Global*, and articles, *Seeing beyond territorialized nests of meaning: extending our senses of responsibility in Building a Shared Future: Religion, Politics and the Public Sphere*, and *Seeing beyond: visual approaches in global learning in Practicing Anthropology*, *Use of online technologies in an international, multidisciplinary, service-learning experience in Service-ELearning: Educating for Citizenship*. She is currently an Executive Committee Member of the Association for International Education Administrators and an Advisory Board Member, Diversity and Democracy for the Association of American Colleges and University. Dr. Kahn was recognized with an International Studies Outstanding Faculty Award and a Commission of Multicultural Understanding Faculty Award in 2009.

Scott Kennedy

Director, Research Center for Chinese Politics & Business

Associate Professor, Departments of Political Science and East Asian Languages and Cultures

Ph.D. George Washington University, 2002

M.A. Johns Hopkins, 1992

B.A. University of Virginia, 1989

Scott Kennedy is a specialist on Chinese politics and political economy. His research interests include government-business relations, the policy-making process, and international regimes. Scott's recently taught courses include U.S.- East Asian Relations, Contemporary Chinese Politics, China's Political Economy, Issues in Chinese Politics and The Politics of Development. He is author of *The Business of Lobbying in China*, which documents the growing influence of Chinese and multinational companies on China's national economic policies. He has also published articles in the *China Quarterly*, *China Journal*, *Asia Policy*, *Political Science Quarterly*, *World Policy Journal*, *Problems of Post-Communism*, and *China Business Review*. Dr. Kennedy is currently engaged in three book projects, *Mandarins Playing Capitalist Games*, *The Politics of Lobbying in China*, and *Corporate Philanthropy in China*. In both his research and teaching, he tries to emphasize that understanding different problems may require different approaches, and often several perspectives are needed.

Padraic Kenney

Professor, History and International Studies
Director, IU Russian & East European Institute
Director, Polish Studies Center

A.B. Harvard College, 1985

M.A. University of Toronto, 1986

Ph.D. University of Michigan, 1992

Padraic Kenney's current research focuses on political prisoners in the modern world. He teaches the following courses at IU: Colloquium in East European History: Problems in East European Historiography; Democratic Revolutions; Polish History; Eastern Europe Since 1945; and, Interdisciplinary Colloquium in Russian and East European Studies. His most recent publications include *Electromagnetic forces and radio waves, or, does transnational history actually happen?* in *Entangled Protest: Transnational Approaches to the History of Dissent in Eastern Europe and the Soviet Union*; 'I felt a kind of pleasure in seeing them treat us brutally.' The emergence of the political prisoner, 1865-1910, in *Comparative Studies in Society And History*; and, Katyn: a history written in blood and tears, in *History News Network*. Dr. Kenney has received Fulbright-Hays, ACLS, and Woodrow Wilson fellowships as well as IREX and NCSEER grants.

Idalene Kesner

Dean

Frank P. Popoff Chair of Strategic Management

Ph.D. Indiana University

M.B.A. Indiana University

B.B.A. Southern Methodist University

Idalene "Idie" Kesner was appointed Dean of the Kelley School of Business at Indiana University in July 2013. She is also the Frank P. Popoff Chair of Strategic Management. Dean Kesner has served in many leadership roles at the Kelley School, which she joined as a faculty member in 1996. Those roles include Associate Dean of Faculty & Research, Chair of the MBA program, and chair of the Department of Management & Entrepreneurship.

Dr. Kesner's research focuses on corporate boards, executive succession, and mergers and acquisitions. In addition to teaching more than 100 executive education classes, she has consulted with many national and international firms on strategic management and board-related issues. She has won dozens of teaching awards, from undergraduate to MBA to executive education, at the University of North Carolina's Kenan-Flagler Business School, where she was a professor for 12 years, and at the Kelley School.

Tatiana Kolovou

Senior Lecturer

M.B.A. University of Indianapolis, 1997

B.S. Indiana University, 1989

Tatiana Kolovou teaches business communications courses in the undergraduate and Kelley Direct programs at the Kelley School. Her professional interests include cross cultural communication, business presentations, strategic communication, and customer service in higher education. Tatiana is a licensed mentor for managers who are assigned to work abroad or in multi-cultural teams. She regularly presents at conferences and workshops on a number of topics, including intercultural communications. She co-developed a seven module online executive education negotiation and conflict management certificate program. She was awarded the Kelley School of Business Trustees Teaching Award and Kelley School of Business Innovative Teaching Award. Professor Kolovou teaches Global Business Immersion – Business Communication as part of the Kelley Undergraduate Global Foundations Core in which she brings students to Greece as part of the course. She also works with Kelley Direct AGILE program, most recently traveling with the students to Yangon, Myanmar.

Judy Lao

Senior International Trade Specialist, U.S. Department of Commerce

M.S. George Mason University

B.A. Western Oregon University

Judy Lao serves as a senior international trade specialist for the U.S. Department of Commerce and works to help U.S. businesses overcome trade barriers. She serves as the Chile and Peru desk officer and has coordinated U.S. trade-related programs between the private sector, universities, development banks, and several Latin American governments. Previously, she served as an anti-dumping analyst for the Department of Commerce and a financial dispute mediator for the U.S. Department of Agriculture. She has also served at the U.S. Embassies' Foreign Commercial Service offices on detail assignments in Chile and Peru. She studied in Ecuador, Mexico, England, and India, is fluent in Spanish and learning French. Ms. Lao is a current member of IU CIBER Advisory Board.

Dan Li

Associate Professor of International Business

Ph.D. Texas A&M University, 2005

M.S. Tsinghua University, 1999

B.A. Peking University, 1997

Dan Li's research focuses on the management of multinational enterprises, particularly in the areas of international strategic alliances and the internationalization process. Professor Li's research appears in the *Academy of Management Journal*, *Journal of International Business Studies*, *Entrepreneurship Theory & Practice*, *Organization Science*, *Journal of Management*, *Management International Review*, *Multinational Business Review*, *Scandinavian Journal of Management*, *Group and Organization Management*, *Journal of Asian Business Studies*, *Journal of Mathematical Sociology*, *Research Methodology in Strategy and Management*, *Research in Global Strategic Management*, and *Notas Económicas*. She is a member of the Academy of Management and the Academy of International Business, founding member of the International Association of Chinese Management Research, and senior associate of the Research Center for Chinese Politics & Business at Indiana University. Dr. Li teaches Global Business Analysis – Doing Business in China as part of the Undergraduate Global Foundations Core.

Mark Long

Senior Lecturer

M.S. Florida State University, 1982

B.S. Florida State University, 1980

Mark Long, President of Long Performance Advisors, brings more than thirty years of expertise to strategic marketing services, brand marketing, business incubation, and technology management. With his broad business and marketing background, he is a popular motivational and topical speaker; and he teaches classes in entrepreneurship and small business management at Indiana University's Kelley School of Business. In the field of Business Incubation, Professor Long has substantial experience in feasibility studies, facility design and building incubators, attracting clients and client management. He has conducted many seminars and training sessions on best practices in business incubation around the world, and has executed numerous operations reviews and performance studies for business, academic and non-profit clients in the U.S. and abroad. Professor Long is a frequent speaker at the National Business Incubator Association on key topics, including seminars requirement for incubator management certification in U.S., China and Malaysia. He is also a recent recipient of the National Business Incubation Association's President's Award for Lifetime Achievement in Support of the Business Incubation Industry.

Alex Lopes

Clinical Associate Professor

Ph.D. University of Pittsburgh, 2002

M.S. Universidade de Sao Paulo, 1996

B.S. Universidade Federal do Ceara Fortaleza, 1992

Alex Lopes' professional interests focus on online information goods, collaboration technologies, face-to-face and online social networks, and IS educational initiatives. Alex has published articles in *Information Systems Research*, *Communications of the ACM*, *Journal of Management Information Systems*, and *Information & Management*. He currently serves as a reviewer for numerous journals, including *Journal of Management Information Systems*, *Information Systems Research* and *International Journal on Electronic Commerce*.

Alex teaches Global Business Immersion – Supply Chain Management as part of the Kelley Undergraduate Global Foundations Core in which he brings students to Brazil as part of the course. He is also serving as faculty leader for the Kelley MBA GLOBASE India experiential consulting course. Before joining the KSB, Dr. Lopes taught at the University of Cincinnati.

Patricia McDougall-Covin

Director, Institute for International Business

William L. Haeberle Professor of Entrepreneurship

Professor of Strategic Management

Ph.D. University of South Carolina, 1987

M.Ed. University of South Carolina, 1976

B.S. University of South Carolina, 1969

Patricia McDougall-Covin helped pioneer the growing field of international entrepreneurship. She and her co-author, Benjamin Oviatt, were presented the 2004 JIBS Decade Award for their 1994 article on the early internationalization of new ventures. The award is given to the article that has had the most significant impact on international business research during the past decade. Her major research interests include strategic management, entrepreneurship, and international business. She has co-edited four books and published numerous articles which appear in a variety of academic and professional journals, including *Academy of Management Journal*, *Journal of Business Venturing*, *Entrepreneurship Theory and Practice*, *Strategic Management Journal*, *Journal of International Business Studies*, *Management International Review*, and *Journal of Management*. She is a current or former member of ten editorial boards. Her business teaching cases appear in more than twenty-five leading textbooks, and her research has been presented in the business press, including *Inc.* magazine, *USA Today*, and *The Wall Street Journal*. Dr. McDougall-Covin is a 21st Century Entrepreneurship Research Fellow, Vice-President-Programs for the Academy of International Business and past Entrepreneurship Division Chair in the Academy of Management. As Director of the IIB, she has responsibility for numerous global engagement activities. Dr. McDougall-Covin teaches Global Business Immersion – International Business Management as part of the Kelley Undergraduate Global Foundations Core in which she brings students to Costa Rica as part of the course.

Laureen Maines

Executive Associate Dean of Faculty and Research
KPMG Professor of Accounting

Ph.D. University of Chicago, 1990

M.B.A. University of Chicago, 1990

M.B.A. Indiana University, 1979

B.S. Indiana University, 1978

Laureen Maines is the Executive Associate Dean of Faculty and Research and the KPMG Professor of Accounting at the Kelley School of Business. She has been on the faculty since 1997.

Dr. Maines has served as an editor at *The Accounting Review* and as an associate editor at *Contemporary Accounting Research*. She has chaired the committee that serves as a liaison between academic accountants and the Financial Accounting Standards Board. She has taught both financial and managerial accounting to undergraduate and MBA students, as well as classes in experimental accounting research to doctoral students. Dr. Maines also has taught in financial management executive education programs at the Kelley School of Business.

Prior to joining Indiana University, she served on the faculty at Duke University. Dr. Maines' research uses experiments to study how investors and corporate managers use accounting information in decision making. Her research focuses on implications of financial reporting standards for investors' investment decisions, and on managers' use of accounting information to facilitate and evaluate employee performance.

Anne P. Massey

Chairperson, Doctoral Programs

Professor of Information Systems

Dean's Research Professor

Associate Vice President for University Academic Planning and Policy

Ph.D. Rensselaer Polytechnic Institute, 1991

M.S. Rensselaer Polytechnic Institute, 1984

B.S. Rensselaer Polytechnic Institute, 1982

Anne Massey's research interests are in technology-based innovation, social media and virtual worlds, computer supported collaborative work, usability and e-health. Her work has garnered industry-based support and funding, culminating in publications in leading journals including *MIS Quarterly*, *Journal of Medical Internet Research*, *Decision Sciences*, *American Business Law Journal*, *Journal of Diabetes Science and Technology*, and the *Journal of Management Information Systems*, among others. She is the recipient of the Hoeber Award for Excellence in Research, Academy of Legal Studies in Business, Innovative Teaching Award, IU Board of Trustees Distinguished Teaching Award, *Decision Sciences* journal Award of Excellence and Kelley School Best Published Life Sciences Paper Award.

Alwiya Omar

Clinical Professor

African Language Coordinator

Director, IU Swahili Flagship Center

Ph.D. Indiana University, 1992

Alwiya Omar is the director of the Swahili Flagship Center at IU. Dr. Omar is highly experienced in directing intensive language programs including the STARTALK summer Swahili program for high school students, each summer at IU. She is IU's African Language Coordinator and is the Clinical Professor in the Department of Linguistics and African Studies Program. In addition to teaching Swahili, she also teaches the Linguistics course "Language in Africa" needed to fulfill the undergraduate minor requirements in African Languages. She is also nationally accredited and certified Oral Proficiency Interview tester of Swahili.

Philip C. Parnell

Director of IU Southeast Asian Studies Center

Associate Professor

Ph.D. University of California at Berkeley, 1978

Philip Parnell's research specializes on law and crime in society and culture; cross-cultural studies; law, crime and social change; disputing; the state; and, violence. In his research, he has examined varying roles of law and crime across different formations of the state and roles of disputes and conflicts in the formation and dissolution of federations and confederations as alternatives to centralized state law and governance. He also studies relationships among official and unofficial legal systems in situations of culture contact. He is interested in development of concepts and methods to facilitate comparative research on law and crime across Western and non-Western societies. Dr. Parnell's interest in the disintegration and growth of socio-legal systems has taken him to Manila for several periods of ethnographic research, including a year of living in a large squatter settlement, where he studied concepts and roles of law and crime in varying localized versions of the Philippine state, all invented and practiced as the Philippines has moved from dictatorship to democracy. Drawing on that research, he is now preparing a book to be entitled *Stealing Society: Law, Crime, and the State in the Resurgence of Philippine Democracy*. His research in Manila was funded by a Fulbright Senior Research Scholar award.

Phil Powell

Chairperson, Kelley Direct Online MBA Program
Clinical Associate Professor of Business Economics and Public Policy

Ph.D. Vanderbilt University, 1995

B.A. University of South Carolina, 1991

Phil Powell previously served as Chairperson of the Full-Time MBA Program and the Evening MBA Program. His research interests lie in the economic and institutional development in Pacific Island States, and he has served as a visiting scholar in Fiji and with the Pacific Islands Development Program in Honolulu. His publications have appeared in journals including *Ecological Economics*, *Handbook of Environmental and Resource Economics*, *Pacific Economic Bulletin*, and *Environmental Planning*. Dr. Powell's teaching has been widely recognized with awards, such as the Rendigs Fels Excellence in Teaching Award, Teaching Excellence Recognition Award, MBA Teaching Excellence Award, Trustee's Teaching Award and Lilly Alumni MBA Teaching Award.

Jamie Prenkert

Professor of Business Law
Arthur M. Weimer Faculty Fellow

J.D. Harvard Law School

B.A. Anderson University

Jamie Prenkert's research focuses on employment discrimination and whistleblowing, as well as business and human rights. His research has appeared in the *North Carolina Law Review*, the *American Business Law Journal*, and the *Berkeley Journal of Employment and Labor Law*, among others. He is co-editing *Law, Business, and Human Rights: Bridging the Gap*, a volume for Elgar Press due out in early 2014. He was the Editor in Chief of the *American Business Law Journal* for volume 49 in 2012. He has extensive experience facilitating short-term study abroad experiences with undergraduate students to India and Ghana. Professor Prenkert is currently teaching Global Business Immersion – Business Law & Ethics as part of the Kelley Undergraduate Global Foundations Core in which he brings students to Johannesburg, South Africa to study the responsibilities and impacts of business on human rights in the South African extractive, pharmaceutical, and finance industries. Prior to joining the Kelley School faculty, Professor Prenkert was a senior trial attorney for the United States Equal Employment Opportunity Commission. He also practiced with the law firm of Baker & Daniels.

Joel Rubin

Clinical Associate Professor of Business Law

J.D. Columbia University

M.B.A. University of Chicago

B.A. Yale College

Joel Rubin's professional interests focus on business ethics, bankruptcy law, and businesses in financial distress. He teaches courses in business law, ethics, and critical thinking, in addition to consulting. Prior to joining the Kelley faculty in 2002, he spent five years as a management consultant with McKinsey & Company and eight years practicing bankruptcy law. Professor Rubin has served as a faculty coach for the past three summers for the Global Business Institute (GBI). Sponsored by the U.S. Department of State and The Coca-Cola Company, GBI is a one month long immersive program that provides students from across the Middle East and Northern Africa the opportunity to learn about business in the context of American culture.

Richard Shockley Jr.

Associate Professor of Finance

CenterPoint Energy Faculty Fellow

Ph.D. Indiana University, 1992

B.S. University of Virginia, 1984

Richard Shockley's professional interest focuses on finance. He has forthcoming articles in *Journal of Applied Corporate Finance*, *Multinational Finance Journal*, and *Managerial and Decision Economics*. He has also had articles published in the *Journal of Finance* and *Journal of Applied Finance*, as well as the textbook, *An Applied Course in Real Options Valuation*. Richard has received numerous teaching awards. He has experience facilitating short-term study abroad experiences with MBA students and is currently teaching Global Business Immersion – Finance: Turkey's risk of a "sudden stop," as part of the Kelley Undergraduate Global Foundations Core in which he brings students to Turkey. Dr. Shockley was a 2012 Fulbright Fellow, studied financing arrangements in Turkey and served on the faculty at Bogaziçi University in Istanbul

Kemal Silay

Professor, Central Eurasian Studies
Chair Professor, Ottoman and Modern Turkish Studies
Director, IU Turkish Flagship Center

Ph.D. Indiana University, 1993

M.A. Indiana University, 1990

B.A. Ankara University, 1987

Kemal Silay is Professor of Turkish Language and Literature, Ottoman and Modern Turkish Studies Endowed Chair Professor, Director of the Turkish Studies Program, and Director of the Turkish Language Flagship Center in the School of Global and International Studies at Indiana University, Bloomington. He is the author of numerous articles in Turkish and English on Turkish culture, literature, and politics. Among his books are *Nedim and the Poetics of the Ottoman Court: Medieval Inheritance and the Need for Change* (Indiana, 1994); *An Anthology of Turkish Literature* (Indiana, 1996); *Ahmedi's History of the Kings of the Ottoman Lineage and Their Holy Raids against the Infidels* (Harvard, 2004), and an edited volume, *The Turks and Islam: A Cultural and Political Journey from the God of Heaven to Allah* (forthcoming). He is a scholar of international reputation and sought-after expert on many issues regarding Turkey, its language, literature, history, society, and politics. Dr. Silay's numerous publications, cultural activities, and scholarly endeavors have sparked the field of Turkish Studies in the United States and worldwide.

Ash Soni

Executive Associate Dean of Academic Programs
The John and Esther Reese Professor of Operations and Decision Technologies

D.B.A Indiana University, 1981

M.B.A. Indiana University, 1979

M.S. Strathclyde University, 1973

B.S. Manchester University, 1971

Ash Soni is the Executive Associate Dean of Academic Programs, and the John and Esther Reese Professor of Operations and Decision Technologies. He has also served as the Associate Dean for Information Technology and the Chairperson of the Operations and Decision Technologies Department. He has been on the faculty at the Kelley School since 1980.

Professor Soni's primary teaching interests are in business analytics and supply chain management. He is one of the lead instructors for the Kelley Business Analytics Certificate Programs for Deloitte Consulting, and Booz Allen and Hamilton, and also teaches Business Analytics in Kelley's Executive MBA Programs and the Kelley Direct Online MBA Program. He is the recipient of more than 20 teaching awards. His current research interests are in supply chain modeling, business analytics modeling, enterprise systems, and decision support systems.

Prior to graduate work at Indiana University, he was a management consultant in the United Kingdom for four years.

Raphael Tyson

Founder and President, Citizens Capital Money Lending Limited

B.S. Burlington College

M.B.A. Rutgers University

Raphael Tyson is a founding member, president, and chairman of Citizens Money Lending Limited based in Accra, Ghana. Before founding his current organization, Raphael founded and served as chairman of the board of Kingsbridge Corporate Services Limited (KCSL) and Kingsbridge Microfinance Limited, a successful microfinance organization based in Accra, Ghana. A visiting speaker to Utah State University and Indiana University, he previously served as an investment banking analyst with JP Morgan Chase & Co (USA), specializing in global loan trading for Europe, the Middle East, Africa, and Asia. Prior to JP Morgan, Tyson spent eight years as an asset securitization analyst for Cendant/PHH Mortgage Corporation. He resides in both the United States and Ghana.

Ramesh Venkataraman

Chairperson, Undergraduate Program

Associate Professor of Information Systems

Lawrence D. Glaubinger Professor of Business Administration

Ph.D. University of Arizona, 1995

M.S. University of Iowa, 1993

B.E. Birla Institute of Technology 1987

Ramesh Venkataraman's research focuses on data modeling, heterogeneous databases, virtual teams and groupware, usability in mobile systems, software engineering, and database design. He has published in many top information systems and IT journals, including *Journal of Database Management*, *Modern Database Management*, *Information Systems Management*, and *MIS Quarterly*. Previously, he served as chair of the graduate program in information systems, where over a three year period, he was able to grow the strength of the program by 400% and establish it as one of the premier programs in the country. He has won many innovative teaching awards and teaching excellence awards at Indiana University.

David Zaret

Vice President for International Affairs
Professor of Sociology & Adjunct Professor of History

B.A. Amherst College, 1973

D. Phil, Oxford University, 1977

David Zaret is responsible for IU's international activities, including advancing the university's global reputation and creating international opportunities for IU students and faculty as well as Indiana citizens and businesses. With more than 8,200 international students enrolled at IU campuses in 2013, Zaret oversees one of the largest international enrollments in the United States. Zaret is also the Chief Executive Officer of IU International Consulting and Research, LLC. Prior to his position as vice president for international affairs, Zaret served as executive associate dean of the IU College of Arts and Sciences from 1999 to 2005, and as interim dean of the College in 2006 and again in 2010–11. A globally minded leader, Zaret has lived and studied abroad both as a student and as a member of the IU faculty. Zaret is an award-winning scholar whose own field of research has focused on major global themes. His interests are in historical sociology, comparative history and social theory, and his published research includes the books *Origins of Democratic Culture* and *The Heavenly Contract: Ideology and Organization in Pre-Revolutionary Puritanism*. He has been an active reviewer with the National Endowment for the Humanities and has served on the editorial boards for the *American Journal of Sociology*, *American Sociological Review*, *Studies in Historical Social Change*, and *History of Sociology*. Among Zaret's honors and awards are fellowships and grants from the National Endowment for the Humanities, the American Council of Learned Societies and the Lilly Foundation.

Jun Zhao

Professor of Management
Governors State University

D.B.A Southern Illinois University, 1998

M.B.A. Southern Illinois University, 1994

B. Eng. Shanghai Jiaotong University, 1990

Jun Zhao's research interests include corporate restructuring, organizational downsizing, psychological contract, and cross-cultural management issues. Her work has appeared in scholarly journals including *Academy of Management Review*, *Management Research Review*, *Chinese Management Studies*, and *Advances in Competitiveness Research*. Her article, "Individualism/Collectivism, selected personality traits, and psychological contract in employment: a comparative study", was the recipient of "Highly Commended Award" for the 2009 Emerald Literati Network's Management Research News journal. She teaches strategic management, international business, and organizational behavior at both undergraduate and graduate levels. Dr. Zhao has been the faculty champion for GSU's "Globalizing Business School" effort. She organized and led two successful study abroad trips to China and helped organize a student trip to Poland. She has also led various curriculum and program development projects and has developed on-going relationships with area community colleges and small and medium businesses.

Appendix 5: CIBE Performance Measure Form (PMF)

Faculty Development, Training, and Research in International Business

1. Project Goal Statement: Increase faculty members' interest in, ability to, and implementation of courses that incorporate an international context.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase international experience of faculty members at KSB, MSI, and community colleges	A.1. Provide Faculty Development in International Business trip opportunities for up to 4 faculty from a combination of KSB, MSI, and CC.								
	A.2. Provide support for 1 Ivy Tech faculty member to participate in an international travel experience each year.								
	A.3. Conduct competition to award 2 international research grants to MSI faculty.								
B) Increase number of MSI/CC faculty engaged in internationalization discussions and activities.	B.1. Provide registration and travel support for up to 3 faculty to attend Institute for Curriculum and Campus Internationalization each year.								
	B.2. Participate in development and execution of Institute for Curriculum and Campus Internationalization conference each year.								
	B.3. Host international case development competition for faculty from MSI and CC.								

1. Project Goal Statement: Increase faculty members' interest in, ability to, and implementation of courses that incorporate an international context.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	B.4. Host summer workshops in Chicago area to share best practices on teaching international content in lower division courses. B.5. Conduct 36 webinars for faculty from Palo Alto and Alamo Colleges.								
C) Increase number of MSI/CC faculty incorporating international topics/modules into course content.	C.1. Provide registration and travel support for up to 3 faculty to attend Institute for Curriculum and Campus Internationalization each year. C.2. Participate in development and execution of Institute for Curriculum and Campus Internationalization conference each year. C.3. Support GSU-host summer workshops in Chicago area to share best practices on teaching international content in lower division courses. C.4. Conduct 36 webinars for faculty from Palo Alto and Alamo Colleges.								
D) Increase number of Kelley and MSI PhD candidates incorporating international business	D.1. Conduct competition to award 2 international research grants to PhD students each year. D.2. Host brown bag lunch seminars								

1. Project Goal Statement: Increase faculty members' interest in, ability to, and implementation of courses that incorporate an international context.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
topics into research.	on internationalization for KSB doctoral students. D.3. Provide opportunities for doctoral students to attend conferences on internationalization during years 2 and 4.								
E) Increase communication between higher education and business community	E.1. Conduct employer survey with IBRC to determine what international skills employers want. E.2. Provide results of employer survey to Indiana higher education institutions.								

1. Project Goal Statement: Increase the quantity, quality, and use of international business teaching resources by faculty.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase number of quality international business cases available through IU CIBER network for use by MSIs and community colleges.	A.1. Host an international case development competition for faculty from MSI and CC.								
B) Increase number of resources available online for faculty to use.	B.1. Develop "Beyond Borders" module for HP Life to help faculty to teach how to take businesses international.								

1. Project Goal Statement: Increase the quantity, quality, and use of international business teaching resources by faculty.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	<p>B.2. Conduct “Doing Business In” Workshop Series. Workshop materials and recordings will be made available through CIBER website.</p> <p>B.3. Host International Sustainability and Development Symposium. Symposium transcripts will be made available for curriculum development.</p> <p>B.4. Create policy briefs based on theme of International Sustainability and Development Symposium.</p> <p>B.5. Record GSU “Doing Business In” Workshop Series for web viewing.</p> <p>B.6. Develop online language and culture modules for business courses.</p> <p>B.7. Film 20 CIBER Focus Interviews each academic year.</p>								

1. Project Goal Statement: Increase the number of students graduating with the cross-cultural competency needed for international understanding and competitiveness.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase number of Indiana international business students with internationally relevant internships.	<p>A.1. Create and expand internship programs for international business students in partnership with INTERNnet and multinationals.</p> <p>A.2. Create internships in HP Life eLearning Centers outside of U.S.</p> <p>A.3. Participate in National District Export Council.</p>								
B) Increase number of students in IU CIBER network competing in international business case competitions.	<p>B.1. Host an international case competition using cases developed by MSI/CC faculty.</p> <p>B.2. Sponsor teams in BYU Business Language Case Competition.</p>								
C) Increase number of students who participate in a study abroad experience.	<p>C.1. Support GSU-offered study abroad trips made available to students in CC network.</p> <p>C.2. Support Ivy Tech Bloomington in offering a short-term study abroad program by year 4.</p> <p>C.3. Provide subsidies for up to 4 Ivy Tech students to participate in short-term study abroad opportunities each year.</p> <p>C.4. Provide subsidies for KSB</p>								

1. Project Goal Statement: Increase the number of students graduating with the cross-cultural competency needed for international understanding and competitiveness.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	<p>students to participate in short-term study abroad opportunities.</p> <p>C.5. Provide support for KSB MBA students to participate in international consulting opportunities.</p>								
D) Increase number of students exposed to international content in community college courses.	<p>D.1. Support GSU-offered study abroad trips made available to students in CC network.</p> <p>D.2. Host summer workshops in Chicago area to share best practices on teaching international content in lower division courses.</p> <p>D.3. Conduct 36 webinars for faculty from Palo Alto and Alamo Colleges.</p> <p>D.4. Develop teaching guides on how to internationalize HP life content for faculty use.</p> <p>D.5. Develop materials with concrete practices for incorporating business content into all levels of language learning.</p>								

1. Project Goal Statement: Stimulate discussion through workshops.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase number of professional school (particularly business school) students and faculty exposed to international policy issues.	<p>A.1. Host annual International Sustainability and Development symposium.</p> <p>A.2. Coordinate with professional schools to have a different faculty director for each year's conference.</p> <p>A.3. Collaborate with IU professional schools to recruit students to participate in International Sustainability and Development symposium.</p>								
B) Increase number of area studies students and faculty exposed to international business policy issues.	<p>B.1. Host annual International Sustainability and Development symposium.</p> <p>B.2. Collaborate with IU area studies centers to recruit language/ area studies students and faculty to participate in International Sustainability and Development symposium.</p>								
C) Increase number of courses incorporating discussion of topics relevant to international sustainable development (particularly business-	<p>C.1. Distribute Sustainability and Development symposium policy briefs developed to IU faculty.</p> <p>C.2. Ask Sustainability and Development symposium speakers to film CIBER Focus interview.</p>								

1. Project Goal Statement: Stimulate discussion through workshops.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
related topics).	C.3. Use Innovation Fund to provide support for faculty wanting to incorporate international sustainable development topics into classes and/or develop a new class.								
D) Increase number of policy briefs generated on topics relevant to international sustainable development (particularly business-related topics).	<p>D.1. Host annual International Sustainability and Development symposium.</p> <p>D.2. Provide policy brief writing training to graduate students in area studies and professional schools.</p>								
E) Increase interaction between language/ area studies and business faculty	<p>E.1. Provide registration and travel support for language/area studies faculty to attend CIBER Business Language Conference.</p> <p>E.2 Participate in development and execution of CIBER Business Language Conference.</p> <p>E.3. Develop materials with concrete practices for incorporating business content into all levels of language learning.</p> <p>E.4. Create panel of business and language/area studies faculty to serve as judges and mentors for</p>								

1. Project Goal Statement: Stimulate discussion through workshops.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	international case development competition.								
F) Increase number of regional community colleges engaged in internationalization discussions and activities.	<p>F.1. Provide registration and travel support for up to 3 faculty to attend Institute for Curriculum and Campus Internationalization each year.</p> <p>F.2. Participate in development and execution of Institute for Curriculum and Campus Internationalization conference each year.</p> <p>F.3. Host summer workshops in Chicago area to share best practices on teaching international content in lower division courses.</p> <p>F.4. Conduct 36 webinars for faculty from Palo Alto and Alamo Colleges.</p> <p>F.5. Collaborate with Center for the Study of Global Change in Internationalizing the Ivy Tech Statewide System</p> <p>F.6. Provide Faculty Development in International Business trip opportunities for up to 4 faculty from a combination of KSB, MSI, and CC.</p> <p>F.7. Provide support for 1 Ivy Tech</p>								

1. Project Goal Statement: Stimulate discussion through workshops.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	faculty member to participate in an international travel experience each year.								

Outreach

1. Project Goal Statement: Increase the participation of regional universities, community colleges, and MSIs in international business opportunities.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase international experience of faculty members at MSI and community colleges.	<p>A.1. Provide Faculty Development in International Business trip opportunities for up to 4 faculty from a combination of KSB, MSI, and CC.</p> <p>A.2. Provide support for 1 Ivy Tech faculty member to participate in an international travel experience each year.</p> <p>A.3. Conduct competition to award 2 international research grants to MSI faculty.</p> <p>A.4. Provide registration and travel support for up to 3 faculty to attend Institute for Curriculum and Campus Internationalization each year.</p> <p>A.5. Participate in development and</p>								

1. Project Goal Statement: Increase the participation of regional universities, community colleges, and MSIs in international business opportunities.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	<p>execution of Institute for Curriculum and Campus Internationalization conference each year.</p> <p>A.6. Host summer workshops in Chicago area to share best practices on teaching international content in lower division courses.</p> <p>A.7. Conduct 36 webinars for faculty from Palo Alto and Alamo Colleges.</p> <p>A.8. Collaborate with Center for the Study of Global Change in Internationalizing the Ivy Tech Statewide System.</p>								
B) Increase number of MSI/CC faculty engaged in internationalization discussions and activities.	<p>B.1. Provide Faculty Development in International Business trip opportunities for up to 4 faculty from a combination of KSB, MSI, and CC.</p> <p>B.2. Provide support for 1 Ivy Tech faculty member to participate in an international travel experience each year.</p> <p>B.3. Provide registration and travel support for up to 3 faculty to attend Institute for Curriculum and Campus Internationalization each year.</p>								

1. Project Goal Statement: Increase the participation of regional universities, community colleges, and MSIs in international business opportunities.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	<p>B.4. Participate in development and execution of Institute for Curriculum and Campus Internationalization conference each year.</p> <p>B.5. Host international case development competition for faculty from MSI and CC.</p> <p>B.6. Host summer workshops in Chicago area to share best practices on teaching international content in lower division courses.</p> <p>B.7. Conduct 36 webinars for faculty from Palo Alto and Alamo Colleges.</p> <p>B.8. Develop teaching guides on how to internationalize HP life content for faculty use.</p> <p>B.9. Collaborate with Center for the Study of Global Change in Internationalizing the Ivy Tech Statewide System.</p>								
C) Increase number of MSI/CC faculty incorporating international topics/modules into	C.1. Provide registration and travel support for up to 3 faculty to attend Institute for Curriculum and Campus Internationalization each year.								

1. Project Goal Statement: Increase the participation of regional universities, community colleges, and MSIs in international business opportunities.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
course content.	<p>C.2. Participate in development and execution of Institute for Curriculum and Campus Internationalization conference each year.</p> <p>C.3. Host summer workshops in Chicago area to share best practices on teaching international content in lower division courses.</p> <p>C.4. Conduct 36 webinars for faculty from Palo Alto and Alamo Colleges.</p> <p>C.5. Develop teaching guides on how to internationalize HP life content for faculty use.</p>								

1. Project Goal Statement: Increase the access to and use of resources related to international business at smaller universities, community colleges, and MSIs.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase capacity of IU CIBER partner MSIs and community colleges to use and develop quality, international business cases.	A.1. Host an international case development competition for faculty from MSI and CC.								
B) Increase number of	B.1. Develop "Beyond Borders"								

1. Project Goal Statement: Increase the access to and use of resources related to international business at smaller universities, community colleges, and MSIs.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
resources available online for faculty to use.	<p>module for HP Life to help users learn how to take their businesses international.</p> <p>B.2. Develop teaching guides on how to internationalize HP life content for faculty use.</p> <p>B.3. Conduct “Doing Business In” Workshop Series. Workshop materials and recordings will be made available through CIBER website.</p> <p>B.4. Host International Sustainability and Development Symposium. Symposium transcripts will be made available for curriculum development.</p> <p>B.5. Create policy briefs based on theme of International Sustainability and Development Symposium.</p> <p>B.6. Record GSU “Doing Business In” Workshop Series for web viewing.</p> <p>B.7. Develop online language and culture modules for business courses.</p> <p>B.8. Film 20 CIBER Focus Interviews each academic year.</p>								

1. Project Goal Statement: Increase business community members' knowledge and skills in dealing with current international business issues.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase number of Indiana businesses providing quality, relevant internships to international business students.	<p>A.1. Create and expand internship programs for international business students in partnership with INTERNnet and multinationals.</p> <p>A.2. Conduct internship program training for companies looking to start, expand, or institutionalize internship programs.</p>								
B) Increase number of partner companies with either first-time exports or increased export revenue.	<p>B.1. Create and expand internship programs for international business students in partnership with INTERNnet and multinationals.</p> <p>B.2. Provide <i>Export Bootcamp</i> training with US Commercial Service Export Assistance Center for interns and companies.</p> <p>B.3. Conduct "Doing Business In" Workshop Series for Indiana business community. Workshop materials and recordings will be made available through CIBER website for access by businesses not in attendance.</p>								
C) Increase number of Indiana SMEs with specific regional	C.1. Conduct "Doing Business In" Workshop Series for Indiana business community. Workshop materials and								

1. Project Goal Statement: Increase business community members' knowledge and skills in dealing with current international business issues.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
business expertise	<p>recordings will be made available through CIBER website for access by businesses not in attendance.</p> <p>C.2. Create and expand internship programs for international business students in partnership with INTERNnet and multinationals..</p> <p>C.3. Provide <i>Export Bootcamp</i> training with US Commercial Service Export Assistance Center for interns and companies.</p>								
D) Increase number of Illinois SMEs with specific regional business expertise.	D.1. Partner with GSU to conduct "Doing Business In" Workshop Series for SME Illinois businesses. Workshop materials and recordings will be made available to businesses not in attendance.								
E) Increase communication between higher education and business community on skills needed by graduates.	<p>E.1. Conduct employer survey with IBRC to determine what international skills employers want.</p> <p>E.2. Provide results of employer survey to Indiana higher education institutions.</p> <p>E.3. Participate in development of a state-wide internationalization plan for pre-K-16 and beyond.</p>								

1. Project Goal Statement: Increase business community members' knowledge and skills in dealing with current international business issues.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	E.4. Co-host career event on Ivy-Tech Bloomington campus each year featuring business speakers and a career fair.								

Language and Area Studies Training and Learning

1. Project Goal Statement: Increase availability of language/culture content for use in business courses.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase number of business courses at IU CIBER partner schools incorporating language/culture resources.	A.1. Develop online language and culture modules for business courses. A.2. Make developed online language and culture modules available for use at IU CIBER partner schools. A.3. Record interviews with faculty explaining how to incorporate modules into courses. A.4. Film 20 CIBER Focus Interviews each academic year. A.5. Host international case development competition for faculty from MSI and CC. A.6. Advertise CIBER Focus interview								

1. Project Goal Statement: Increase availability of language/culture content for use in business courses.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	series.								
B) Increase number of business students exposed to language/culture information in business courses.	B.1. Offer MBA language tutoring each semester. B.2. Host an international case competition using cases developed by MSI/CC faculty. B.3. Develop online language and culture modules for business courses. B.4. Advertise CIBER Focus interview series to partner network schools. B.5. Work with Martin University on internationally-focused lecture series.								

1. Project Goal Statement: Increase number of business students exposed to language/culture information in business courses.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase the number of business students with international experience.	A.1. Provide subsidies for KSB students to participate in short-term study abroad opportunities. A.2. Support GSU-offered study abroad trips made available to students in CC network. A.3. Support Ivy Tech Bloomington in offering a short-term study abroad by								

1. Project Goal Statement: Increase number of business students exposed to language/culture information in business courses.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	<p>year 4.</p> <p>A.4. Provide subsidies for up to 4 Ivy Tech students to participate in short-term study abroad opportunities each year.</p> <p>A.5. Use Innovation Fund to provide support for development of new international opportunities for students.</p> <p>A.6. Support KSB student international consulting projects.</p> <p>A.7. Create internships in HP Life eLearning Centers outside of U.S.</p>								
B) Increase the number of under-represented and need-based students with international experience.	<p>B.1. Work with Office of Diversity Initiatives and KSB Study Abroad to communicate to under-represented and need-based student populations.</p> <p>B.2. Provide subsidies for students to participate in short-term study abroad opportunities.</p> <p>B.3. Support GSU-offered study abroad trips made available to students in CC network.</p> <p>B.4. Provide discounted program</p>								

1. Project Goal Statement: Increase number of business students exposed to language/culture information in business courses.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	admission for “Business Is Global” to lower-income and minority students.								
C) Increase opportunities for students to use language skills in business context.	C.1. Provide travel grants for 3 teams to participate in Business Language Case Competition. C.2. Offer MBA language tutoring each semester.								
D) Increase opportunities for students to experience intersection of culture and business.	D.1. Host an international case competition using cases developed by MSI/CC faculty. D.2. Provide internationally-focused workshops, speakers and cultural programming for KSB KLLC and student organizations. D.3. Work with Martin University on internationally-focused lecture series. D.4. Offer “Business Is Global” summer program.								

1. Project Goal Statement: Increase students’ interest, participation, and knowledge in critical foreign languages and international fields.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase number of high school students	A.1. Offer “Business Is Global” summer program.								

exposed to LCTLs.	<p>A.2. Partner with Flagship Programs and IU Admissions to advertise “Business Is Global” program broadly across the US.</p> <p>A.3. Provide discounted program admission for “Business Is Global” to lower-income and minority students.</p> <p>A.4. Collaborate with National African Language Resource Center on attendance at National Council of Less Commonly Taught Languages Conference.</p>								
B) Increase number of BIG participants continuing LCTL or international business studies (either while in high school or in university).	<p>B.1. Conduct post-evaluation surveys for “Business Is Global” summer program.</p> <p>B.2. Provide information on additional resources available to “Business Is Global” participants.</p>								

1. Project Goal Statement: Increase number of area studies and language students exposed to international business information.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase number of introductory language courses incorporating business topics/ materials into language learning.	A.1. Develop materials with concrete practices for incorporating business content into all levels of language learning.								

1. Project Goal Statement: Increase number of area studies and language students exposed to international business information.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
B) Increase number of language/ area studies students exposed to business topics/materials.	<p>B.1. Develop materials with concrete practices for incorporating business content into all levels of language learning.</p> <p>B.2. Work with IU area studies centers and language departments to distribute business in language learning modules.</p> <p>B.3 Collaborate with IU area studies centers to recruit language/ area studies students to participate in International Sustainability and Development symposium.</p>								
C) Increase number of language students with capacity to communicate about business topics/materials in foreign language.	<p>C.1. Develop materials with concrete practices for incorporating business content into all levels of language learning.</p> <p>C.2. Work with IU area studies centers and language departments to distribute business in language learning modules.</p> <p>C.3. Partner with IU Chinese Flagship to send team of students to compete in Business Language Case Competition.</p>								
D) Increase interaction between language	D.1. Provide registration and travel support for language faculty to attend								

1. Project Goal Statement: Increase number of area studies and language students exposed to international business information.									
2. Performance Measure	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
and business faculty	<p>CIBER Business Language Conference.</p> <p>D.2. Participate in development and execution of CIBER Business Language Conference.</p> <p>D.3. Develop materials with concrete practices for incorporating business content into all levels of language learning.</p> <p>D.4. Create panel of business and language/area studies faculty to serve as judges and mentors for international case development competition.</p>								

SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

OMB No. 1890-0014 Exp. 02/28/09

Purpose: The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey: If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: Trustees of Indiana University

Applicant's DUNS Number: 006046700

Federal Program: ED-GRANTS-060314-001 **CFDA Number:** 84.220

1. Has the applicant ever received a grant or contract from the Federal government?

☒ Yes

☐ No

2. Is the applicant a faith-based organization?

☐ Yes

☒ No

3. Is the applicant a secular organization?

☒ Yes

☐ No

4. Does the applicant have 501(c)(3) status?

☒ Yes

☐ No

5. Is the applicant a local affiliate of a national organization?

☐ Yes

☒ No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

☐ 3 or Fewer

☐ 15-50

☐ 4-5

☐ 51-100

☐ 6-14

☒ over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

☐ Less Than \$150,000

☐ \$150,000 - \$299,999

☐ \$300,000 - \$499,999

☐ \$500,000 - \$999,999

☐ \$1,000,000 - \$4,999,999

☒ \$5,000,000 or more

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Center for International Business Education and Research 2014-2018

	2014 - 2015		2015-2016		2016-2017		2017-2018	
	Grant	Cost Share	Grant	Cost Share	Grant	Cost Share	Grant	Cost Share
A. SALARIES								
Administrative								
1. CIBER PI (Roberto Garcia) (15%) (1.35 Person Months)		\$20,224		\$20,831		\$21,456		\$22,099
2. CIBER Managing Director (LaVonn Schlegel) (10%) (1.2 Person Months)		\$9,185		\$9,461		\$9,744		\$10,037
3. Associate Director (Christine Davis) (25%) (3.0 Person Months)		\$18,788		\$19,352		\$19,933		\$20,531
4. Program Manager (Emily Bagienski) (75%) (9.0 Person Months)	\$30,600		\$31,518		\$32,464		\$33,437	
5. Program Manager (Vicki Dickson) (50%) (6.0 Person Months)	\$18,025		\$18,566		\$19,123		\$19,696	
6. Staff Assistant (Heather Yarnall-Kates) (25%) (3.0 Person Months)		\$7,325		\$7,545		\$7,771		\$8,004
7. Staff Assistant (Lindsay Turpen) (25%) (3.0 Person Months)		\$9,017		\$9,288		\$9,566		\$9,853
8. IT Manager (Jeff Pohlen) (10%)		\$6,829		\$7,034		\$7,245		\$7,462
9. CIBER Faculty Fellow - Jonlee Andrews (5%)		\$9,425		\$9,707		\$9,998		\$10,298
10. CIBER Faculty Fellow - Phil Powell (5%)		\$7,103		\$7,316		\$7,536		\$7,762
11. CIBER Faculty Fellow - Patrick Hopkins (5%)		\$10,949		\$11,277		\$11,616		\$11,964
12. CIBER Faculty Fellow - Ramesh Venkataraman (5%)		\$11,248		\$11,585		\$11,933		\$12,291
13. CIBER Faculty Fellow - Goker Aydin (5%)		\$8,621		\$8,880		\$9,146		\$9,421
14. CIBER Faculty Fellow - Terry Campbell (5%)		\$6,262		\$6,450		\$6,644		\$6,843
15. CIBER Faculty Fellow - Tatiana Kolovou (5%)		\$2,863		\$2,949		\$3,038		\$3,129
16. CIBER Faculty Fellow - Dan Li (5%)		\$8,492		\$8,747		\$9,010		\$9,280
17. CIBER Faculty Fellow - Mark Long (2%)		\$2,101		\$2,164		\$2,229		\$2,296
18. CIBER Faculty Fellow - Alex Lopes (5%)		\$5,608		\$5,777		\$5,950		\$6,128
19. CIBER Faculty Fellow - Patricia McDougall (10%)		\$25,503		\$26,268		\$27,056		\$27,868
20. CIBER Faculty Fellow - Jamie Prenkert (5%)		\$6,056		\$6,238		\$6,425		\$6,618
21. CIBER Faculty Fellow - Fred Schlegel (5%)		\$3,677		\$3,787		\$3,901		\$4,018
22. CIBER Faculty Fellow - Richard Shockley (5%)		\$9,646		\$9,935		\$10,233		\$10,540
24. CIBER Faculty Fellow - Catalin Stefanescu (5%)		\$2,956		\$3,045		\$3,136		\$3,230
25. KSB Faculty Business Is Global - Tim Baldwin (3%)		\$5,937		\$6,115		\$6,298		\$6,487
26. KSB Faculty Business Is Global - John Talbott (3%)		\$2,256		\$2,323		\$2,393		\$2,465
27. KSB Case Competition Faculty Advisor - Joel Rubin (5%)		\$4,311		\$4,440		\$4,573		\$4,710
28. KSB Undergraduate Study Abroad Prgm. Mgr. (Sarah Boeving) (15%)		\$6,644		\$6,843		\$7,048		\$7,260
29. KSB Undergraduate Study Abroad Assoc. Dir. (Laurie Colglazier) (15%)		\$7,308		\$7,527		\$7,753		\$7,985
30. KSB Undergraduate Study Abroad Prgm. Mgr. (Tia Trueblood) (15%)		\$6,628		\$6,827		\$7,032		\$7,243
31. KSB Undergraduate Study Abroad Prgm. Mgr. (Jessica Zerrer) (15%)		\$6,597		\$6,795		\$6,999		\$7,209
32. KSB MBA International (Rachel Fleishman) (10%)		\$6,180		\$6,365		\$6,556		\$6,753
33. KSB KD International (Terrill Cosgray) (10%)		\$13,375		\$13,776		\$14,189		\$14,615
34. KSB Assessment & Evaluation - Eric Metzler (10%)		\$6,570		\$6,767		\$6,970		\$7,179
35. KSB Marketing & Communications - Gabe Lantz (5%)		\$2,941		\$3,029		\$3,120		\$3,213
36. KSB Marketing & Communications - Cody Weakley (5%)		\$2,203		\$2,270		\$2,338		\$2,408
37. KSB Instructional Technology - Mike Collins (5%)		\$3,451		\$3,554		\$3,661		\$3,770
Administrative subtotal	\$48,625	\$266,278	\$50,084	\$274,267	\$51,586	\$282,495	\$53,134	\$290,970
Language Instruction								
38. Language and Culture Modules Faculty Supplemental	\$8,000		\$0		\$0		\$0	
39. Language and Culture Modules Grad Student Hourlies	\$0		\$2,000		\$4,000		\$2,000	
40. Business in Language Supplemental	\$3,000		\$3,000		\$3,000		\$3,000	
Language subtotal	\$11,000	\$0	\$5,000	\$0	\$7,000	\$0	\$5,000	\$0
Outreach								
41. Indiana State Internationalization Plan (ISIP) Coordinator	\$1,850		\$1,850		\$1,850		\$1,850	
42. International Outreach Coordinator (student hourly)	\$1,200		\$1,200		\$1,200		\$1,200	

Center for International Business Education and Research 2014-2018

	2014 - 2015		2015-2016		2016-2017		2017-2018	
	Grant	Cost Share	Grant	Cost Share	Grant	Cost Share	Grant	Cost Share
43. Institute for Curriculum and Campus Internationalization (ICCI) Speaker Supplemental	\$2,000		\$2,000		\$2,000		\$2,000	
44. CIBER Focus Host Student Hourly	\$1,755		\$1,755		\$1,755		\$1,755	
Outreach subtotal	\$6,805	\$0	\$6,805	\$0	\$6,805	\$0	\$6,805	\$0
Other								
45. Business Is Global (BIG) Student Hrly Program Assistants	\$7,395		\$7,395		\$7,395		\$7,395	
46. Student Hourly (Sustainable Development Symposium & Case Comp)	\$988		\$3,991		\$3,991		\$3,991	
Other subtotal	\$8,383	\$0	\$11,386	\$0	\$11,386	\$0	\$11,386	\$0
A. SALARIES SUBTOTAL	\$74,813	\$266,278	\$73,274	\$274,267	\$76,777	\$282,495	\$76,325	\$290,970
B. FRINGE BENEFITS								
Administrative								
1. CIBER PI (Roberto Garcia) @39.76%		\$8,041		\$8,282		\$8,531		\$8,787
2. CIBER Managing Director (LaVonn Schlegel) @39.76%		\$3,652		\$3,762		\$3,874		\$3,991
3. Associate Director (Christine Davis) @39.76%		\$7,470		\$7,694		\$7,925		\$8,163
4. Program Manager (Emily Bagienski) @39.76%	\$12,167		\$12,532		\$12,908		\$13,295	
5. Program Manager (Vicki Dickson) @39.76%	\$7,167		\$7,382		\$7,603		\$7,831	
6. Staff Assistant (Heather Yarnall-Kates) @39.57%		\$2,899		\$2,985		\$3,075		\$3,167
7. Staff Assistant (Lindsay Turpen) @39.57%		\$3,568		\$3,675		\$3,785		\$3,899
8. IT Manager (Jeff Pohlen) @39.76%		\$2,715		\$2,797		\$2,881		\$2,967
9. CIBER Faculty Fellow - Jonlee Andrews @39.76%		\$3,747		\$3,860		\$3,975		\$4,095
10. CIBER Faculty Fellow - Phil Powell @39.76%		\$2,824		\$2,909		\$2,996		\$3,086
11. CIBER Faculty Fellow - Mike Tiller @39.76%		\$4,353		\$4,484		\$4,618		\$4,757
12. CIBER Faculty Fellow - Ramesh Venkataraman @39.76%		\$4,472		\$4,606		\$4,744		\$4,887
13. CIBER Faculty Fellow - Goker Aydin @39.76%		\$3,428		\$3,531		\$3,636		\$3,746
14. CIBER Faculty Fellow - Terry Campbell @39.76%		\$2,490		\$2,565		\$2,642		\$2,721
15. CIBER Faculty Fellow - Tatiana Kolovou @39.76%		\$1,138		\$1,173		\$1,208		\$1,244
16. CIBER Faculty Fellow - Dan Li @39.76%		\$3,377		\$3,478		\$3,582		\$3,690
17. CIBER Faculty Fellow - Mark Long @39.76%		\$835		\$861		\$886		\$913
18. CIBER Faculty Fellow - Alex Lopes @39.76%		\$2,230		\$2,297		\$2,366		\$2,437
19. CIBER Faculty Fellow - Patricia McDougall @39.76%		\$10,140		\$10,444		\$10,757		\$11,080
20. CIBER Faculty Fellow - Jamie Prenkert @39.76%		\$2,408		\$2,480		\$2,555		\$2,631
21. CIBER Faculty Fellow - Fred Schlegel @39.76%		\$1,462		\$1,506		\$1,551		\$1,598
22. CIBER Faculty Fellow - Richard Shockley @39.76%		\$3,835		\$3,950		\$4,069		\$4,191
24. CIBER Faculty Fellow - Catalin Stefanescu @39.76%		\$1,175		\$1,211		\$1,247		\$1,284
25. KSB Faculty Business Is Global - Tim Baldwin @39.76%		\$2,360		\$2,431		\$2,504		\$2,579
26. KSB Faculty Business Is Global - John Talbott @39.76%		\$897		\$924		\$951		\$980
27. KSB Case Competition Faculty Advisor - Joel Rubin @39.76%		\$1,714		\$1,765		\$1,818		\$1,873
28. KSB Undergraduate Study Abroad Prgm. Mgr. (Sarah Boeving) @39.76%		\$2,641		\$2,721		\$2,802		\$2,886
29. KSB Undergraduate Study Abroad Assoc. Dir. (Laurie Colglazier) @39.76%		\$2,906		\$2,993		\$3,083		\$3,175
30. KSB Undergraduate Study Abroad Prgm. Mgr. (Tia Trueblood) @39.76%		\$2,635		\$2,714		\$2,796		\$2,880
31. KSB Undergraduate Study Abroad Prgm. Mgr. (Jessica Zerrer) @39.76%		\$2,623		\$2,702		\$2,783		\$2,866
32. KSB MBA International (Rachel Fleishman) @39.76%		\$2,457		\$2,531		\$2,607		\$2,685
33. KSB KD International (Terrill Cosgray) @39.76%		\$5,318		\$5,477		\$5,642		\$5,811
34. KSB Assessment & Evaluation - Eric Metzler @39.76%		\$2,612		\$2,691		\$2,771		\$2,854
35. KSB Marketing & Communications - Gabe Lantz @39.76%		\$1,169		\$1,204		\$1,240		\$1,278
36. KSB Marketing & Communications - Cody Weakley @39.76%		\$876		\$902		\$929		\$957
37. KSB Instructional Technology - Mike Collins @39.76%		\$1,372		\$1,413		\$1,455		\$1,499

Center for International Business Education and Research 2014-2018

	2014 - 2015		2015-2016		2016-2017		2017-2018	
	Grant	Cost Share	Grant	Cost Share	Grant	Cost Share	Grant	Cost Share
Administrative subtotal	\$19,333	\$105,841	\$19,913	\$109,016	\$20,511	\$112,287	\$21,126	\$115,656
Language Instruction								
38. Language and Culture Modules Faculty Supplemental @6.91%	\$553		\$0		\$0		\$0	
39. Language and Culture Modules Grad Student Hourlies	\$0		\$0		\$0		\$0	
40. Business in Language Supplemental @6.91%	\$207		\$207		\$207		\$207	
Language subtotal	\$760	\$0	\$207	\$0	\$207	\$0	\$207	\$0
Outreach								
41. Indiana State Internationalization Plan (ISIP) Coordinator @6.91%	\$128		\$128		\$128		\$128	
42. International Outreach Coordinator (student hourly)	\$0		\$0		\$0		\$0	
43. Institute for Curriculum and Campus Internationalization (ICCI) Speaker Supplemental @6.91%	\$138		\$138		\$138		\$138	
44. CIBER Focus Host Student Hourly	\$0		\$0		\$0		\$0	
Outreach subtotal	\$266	\$0	\$266	\$0	\$266	\$0	\$266	\$0
Other								
45. Business Is Global (BIG) Student Program Assistants (student hourly)	\$0		\$0		\$0		\$0	
46. Student Hourly (Sustainable Development Symposium & Case Comp)	\$0		\$0		\$0		\$0	
Other subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
B. FRINGE BENEFITS SUBTOTAL	\$20,359	\$105,841	\$20,387	\$109,016	\$20,984	\$112,287	\$21,599	\$115,656
C. TRAVEL								
Foreign Travel								
1. Faculty Development in International Business	\$5,000		\$5,000		\$5,000		\$5,000	
2. Partner Development	\$5,000		\$5,000		\$5,000		\$5,000	
3. Innovation Fund	\$11,000		\$16,000		\$16,000		\$11,000	
4. Research Center for Chinese Politics and Business (RCCPB)			\$5,000		\$5,000		\$5,000	
Foreign Travel subtotal	\$21,000	\$0	\$31,000	\$0	\$31,000	\$0	\$26,000	\$0
Domestic Travel								
5. Internship Program	\$3,000		\$3,000		\$3,000		\$3,000	
6. HP LIFE Community College Initiative	\$4,000		\$4,000		\$4,000		\$4,000	
7. Business Language Student Case Competition	\$4,800		\$4,800		\$4,800		\$4,800	
8. CIBER Business Language Conference	\$4,000		\$4,000		\$4,000		\$4,000	
9. Internationalizing Doctoral Education in Business	\$0		\$2,000		\$0		\$2,000	
10. Innovation Fund	\$5,000		\$5,000		\$5,000		\$5,000	
11. Indiana State Internationalization Plan (ISIP)	\$500		\$500		\$500		\$500	
12. Doing Business In and With Workshop Series	\$150		\$150		\$150		\$150	
13. Partner Development	\$5,000		\$5,000		\$5,000		\$5,000	
14. National District Export Council	\$500		\$500		\$500		\$500	
Domestic Travel subtotal	\$26,950	\$0	\$28,950	\$0	\$26,950	\$0	\$28,950	\$0

Center for International Business Education and Research 2014-2018

	2014 - 2015		2015-2016		2016-2017		2017-2018	
	Grant	Cost Share	Grant	Cost Share	Grant	Cost Share	Grant	Cost Share
C. TRAVEL SUBTOTAL	\$47,950	\$0	\$59,950	\$0	\$57,950	\$0	\$54,950	\$0
D. Supplies								
1. Internship Program	\$7,000		\$7,000		\$7,000		\$7,000	
2. Business is Global (BIG)	\$4,000		\$4,000		\$4,000		\$4,000	
3. International Sustainability and Development Symposium	\$1,000		\$1,000		\$1,000		\$1,000	
4. CIBER Focus	\$0		\$700		\$0		\$0	
5. International Case Development and Case Competition	\$1,000		\$2,000		\$2,000		\$2,000	
6. Language and Culture Modules	\$1,000		\$1,000		\$1,000		\$0	
7. Business in Language	\$0		\$900		\$900		\$1,000	
8. Doing Business In and With Workshop Series	\$2,700		\$2,700		\$2,700		\$2,500	
D. SUPPLIES SUBTOTAL	\$16,700	\$0	\$19,300	\$0	\$18,600	\$0	\$17,500	\$0
E. OTHER								
1. Internship Program	\$36,000		\$36,000		\$36,000		\$36,000	
2. Business Language Research and Teaching	\$1,000		\$1,000		\$1,000		\$1,000	
3. CIBER Business Language Conference	\$4,000		\$4,000		\$4,000		\$4,000	
4. GSU Doing Business Workshop Series	\$13,500		\$14,000		\$14,000		\$14,500	
5. GSU Regional Internationalization Network	\$10,020		\$10,020		\$10,020		\$10,020	
6. Internationalizing Doctoral Education in Business	\$0		\$2,500		\$0		\$2,500	
7. MSI Faculty Research Support	\$10,000		\$10,000		\$10,000		\$10,000	
8. PhD Student Research Support	\$5,000		\$5,000		\$5,000		\$5,000	
9. Globalizing Minority-Serving Institutions Program	\$5,000		\$5,000		\$5,000		\$5,000	
Curriculum Internationalization of Alamo College (with CLACS and CGC): Non-IU faculty stipends	\$5,000		\$5,000		\$5,000		\$5,000	
11. Employer Survey Report	\$25,000		\$0		\$0		\$0	
12. IBRC Research Reports	\$0		\$10,000		\$10,000		\$7,500	
13. Business Language Case Competition Registration Fees	\$2,100		\$2,100		\$2,100		\$2,100	
14. CIBER Business Language Conference Registration Fees	\$1,500		\$1,500		\$1,500		\$1,500	
15. Faculty Development in International Business Travel	\$10,000		\$10,000		\$10,000		\$10,000	
16. Faculty Development in International Business Visa Fees	\$720		\$720		\$720		\$720	
17. Institute for Curriculum and Campus Internationalization (ICCI) Registration Fees	\$1,350		\$1,350		\$1,350		\$1,350	
(NCOLCTL)	\$750		\$750		\$750		\$750	
19. CIBERWeb	\$500		\$500		\$500		\$500	
20. National District Export Council Program Fees	\$500		\$500		\$500		\$500	
21. Indiana State Internationalization Plan - Honoraria	\$0		\$0		\$0		\$1,000	
22. Indiana State Internationalization Plan - Non-Employee Domestic Travel			\$2,000				\$500	
23. Ivy Tech Collaboration	\$3,000		\$3,000		\$3,000		\$3,000	
24. Global Foundations Core Scholarships	\$11,000		\$11,000		\$11,000		\$11,000	
25. International Sustainability and Development Symposium Travel	\$1,500		\$1,500		\$1,500		\$1,500	
26. GSU Study Abroad Travel	\$10,000		\$10,000		\$10,000		\$10,000	

Center for International Business Education and Research 2014-2018

	2014 - 2015		2015-2016		2016-2017		2017-2018	
	<i>Grant</i>	<i>Cost Share</i>	<i>Grant</i>	<i>Cost Share</i>	<i>Grant</i>	<i>Cost Share</i>	<i>Grant</i>	<i>Cost Share</i>
27. Ivy Tech Short Tern Study Abroad Travel	\$2,000		\$2,000		\$2,000		\$7,000	
28. HP LIFE Community College Inititative Travel	\$9,000		\$6,000		\$9,000		\$6,000	
29. Internationalizing Case Development and Case Competition Travel	\$4,000		\$4,000		\$4,000		\$4,000	
30. Institute for Curriculum and Campus Internationalization (ICCI) Travel	\$1,500		\$1,500		\$1,500		\$1,500	
31. Doing Business In and With Workshop Series Travel	\$3,850		\$3,850		\$3,850		\$3,850	
E. OTHER SUBTOTAL	\$177,790	\$0	\$164,790	\$0	\$163,290	\$0	\$167,290	\$0
F. TOTAL DIRECT COSTS: NRC	\$337,612	\$372,120	\$337,701	\$383,283	\$337,601	\$394,782	\$337,664	\$406,625
TOTAL DIRECT BASE (Direct Charges minus Capital Equipment)	\$337,612	\$372,120	\$337,701	\$383,283	\$337,601	\$394,782	\$337,664	\$406,625
G: INDIRECT CHARGES - At 8% of Total Direct Base	\$27,009	\$29,770	\$27,016	\$30,663	\$27,008	\$31,583	\$27,013	\$32,530
H. TOTAL NRC COSTS	\$364,621	\$401,889	\$364,717	\$413,946	\$364,609	\$426,364	\$364,677	\$439,155

Federal: \$1,458,624

Applicant: \$1,681,356

TOTAL: \$3,139,980

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

The Trustees of Indiana University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	74,813.00	73,274.00	76,777.00	76,325.00		301,189.00
2. Fringe Benefits	20,359.00	20,387.00	20,984.00	21,599.00		83,329.00
3. Travel	47,950.00	59,950.00	57,950.00	54,950.00		220,800.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	16,700.00	19,300.00	18,600.00	17,500.00		72,100.00
6. Contractual						
7. Construction						
8. Other	177,790.00	164,790.00	163,290.00	167,290.00		673,160.00
9. Total Direct Costs (lines 1-8)	337,612.00	337,701.00	337,601.00	337,664.00		1,350,578.00
10. Indirect Costs*	27,009.00	27,016.00	27,008.00	27,013.00		108,046.00
11. Training Stipends						
12. Total Costs (lines 9-11)	364,621.00	364,717.00	364,609.00	364,677.00		1,458,624.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 32.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The Trustees of Indiana University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	266,278.00	274,267.00	282,495.00	290,970.00		1,114,010.00
2. Fringe Benefits	105,841.00	109,016.00	112,287.00	115,656.00		442,800.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual						
7. Construction						
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	372,119.00	383,283.00	394,782.00	406,626.00		1,556,810.00
10. Indirect Costs	29,770.00	30,663.00	31,583.00	32,530.00		124,546.00
11. Training Stipends						
12. Total Costs (lines 9-11)	401,889.00	413,946.00	426,365.00	439,156.00		1,681,356.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	P.	Roberto	Garcia	

Address:

Street1:	IU Institute for International Business
Street2:	316 N Jordan Avenue
City:	Bloomington
County:	Monroe
State:	IN: Indiana
Zip Code:	47406-7513
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
812-855-2744	812-855-9006

Email Address:

prgarcia@indiana.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

--

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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